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ABSTRACT

An employer needs assessment was conducted in the Wisconsin Indianhead Vocational, Technical, and Adult Education District to develop a profile of local employers; determine the vocational education training levels required by the employers; ascertain employers' roles in training; and determine employers' perceptions of Wisconsin Indianhead Technical Institute (WITI). A 33-item questionnaire was sent to 6,999 employers in January 1980. Study findings, based on responses from 2,251 (32.2%) of the employers, included the following: (1) the responding firms were primarily involved in public service (17%), business and office occupations (15%), and construction (11.5%); (2) 16.6% of the employers planned to expand their businesses within the next 2 years; (3) 635 of 1,928 respondents considered vocational/technical training as a hiring prerequisite for some positions; (4) 28.2% of the employers assisted their employees to enroll in training programs by granting release time, 27.1% through tuition reimbursement, 11.2% through company-sponsored courses, and 6.0% by sharing costs; and (5) 57.9% felt WITI was doing an excellent or above average job in preparing students, and 43.7% thought it was meeting the community's educational needs. The survey instrument, lists of training programs in which respondents were involved, employer comments and suggestions, and information profiling the business community in the district are appended. (HB)

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EMPLOYER NEEDS SURVEY REPORT

A Report on Employer Needs and Thoughts about Programs, Courses and Services

by

Vasant Kumar

Mary D. J. Tradewell

Office of Research, Grants and Contracts

Wisconsin Indianhead VTAE District

Shell Lake, Wisconsin

Daniel J. Wagner
District Director

November, 1980

JC 840 095

WITI
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WISCONSIN INDIANHEAD VTAE DISTRICT OFFICE, Shell Lake, Wis. 54871
Daniel J. Wagner, District Director
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November, 1980

Vocational Educators:

This report is the second document which details the educational needs of area constituents. The first report entitled "Resident Needs Survey Report," published in August, 1980, provided us with the educational needs of our District's residents. This report includes the results of a similar study of District employers. Together the two companion documents will assist us to analyze the present offerings of WITI and to more effectively plan future programs.

The data listed will be of special interest to vocational educators and WITI District staff in particular. We are pleased that a majority of District employers feel that WITI is responding to area manpower needs.

I wish to thank the WITI Office of Research, Grants and Contracts for the effort produced in the study and the final report. It is my hope you will find the data to be of use in your analysis of WITI programs and services.

Sincerely,

Daniel J. Wagner
District Director

DJW:cj

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Special thanks to all others who assisted in this study.

Vasant Kumar, Ph.D.
Project Director

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CHAPTER I

Introduction

Two traditional sources of data that are used in determining what vocational courses to plan for, and teach, are labor market projections and student interests. The importance of student interests in program planning cannot be overestimated. However, a better method than labor market projections, is finding out directly from employers what their needs are, and would be for trained personnel in the immediate future. Additionally, employers could be asked what they thought of the quality and quantity of skills of their employees who received vocational education training. The Employer Needs Survey was carried out to obtain answers to these and other questions from the seven thousand employers in the Wisconsin Indianhead Vocational, Technical and Adult Education (VTAE) District.

The Indianhead VTAE District places the majority of its graduates with vocational/technical training with employers in the 11-county district in northwest Wisconsin. Like other areas of human experience, industry continues to undergo rapid technological changes. Employers so effected in the Indianhead District, as elsewhere, expect the educational system supplying many of their employees to be able to respond to these changes and supply the kinds and varieties of trained personnel that will satisfy their needs. Data obtained from this study, therefore, will provide information that will determine if new occupational programs should be planned for and/or existing ones modified. In addition, attitudinal types of data collected will be used as the basis for any required corrective measure. These concerns formed the basis of the study.

Objectives

In response to the concerns expressed above, the Employer Needs Survey was planned and carried out. The major objectives of the study were to:

1. Determine the employment profile of employers
2. Determine vocational education training levels required by employers
3. Ascertain employers' role in training employees
4. Determine the perceptions that employers have of the Indianhead VTAE District

Methodology

The Office of Research, Grants and Contracts (ORGC) was directed by the Administrative Council to determine the vocational/technical skills that employers would like their employees to possess and what role the Wisconsin Indianhead VTAE District would play in helping to meet those needs.

The first step in meeting this goal was to obtain a list of employers in the Indianhead District. This list was obtained from the District's computer center. The printout listed the names and addresses of over seven thousand employers; many of whom, however, were found to be duplications, out-of-district or no longer in operation. After the list was updated, the data processing center provided three sets of peel-off address labels for 6,999 employers. Two sets of labels were used for the first and second mailings; the third set was used as the control list.

Instrument Design

During the preliminary stages of instrument design, staff members of WITI were asked to suggest the types of questions that they would like to see included in the instrument. Several individuals responded to the request and their suggestions formed the nucleus of a preliminary draft of the questionnaire.

This version of the instrument was presented to the Administrative Council at their November 15, 1979 meeting. In addition to providing many invaluable suggestions for specific questions and items to be addressed in the questionnaire, the Council offered helpful hints on the procedures to be used in administering the survey. Local Vocational Educational Coordinators (LVECs) were also given the opportunity to provide input into the content and format of the Employer Survey.

Suggestions from all individuals and groups were taken into account in the several revisions of the instrument. After a final revision, the instrument was field-tested with representative employers including an automotive dealer, a building contractor, a communications expert, a grocer, a manufacturing company representative, a hospital employee, a gasoline station operator and a bank executive. As a result of the field testing, several additional revisions were required. The final draft was completed in January, 1980.

The instrument in its final form was a four-page, 33-item questionnaire. The body of the instrument was divided into three sections. In Section I questions were asked to get a profile of employers in the District. In Section II employee training needs as perceived by employers were identified while employers' perception of vocational, technical and adult education in the Indianhead District were made known by responses to questions in

Section III. (A copy of the questionnaire mailed to employers can be found in Appendix A.)

Survey Distribution

The first mailing of the survey, with a letter from the District Director attached, was sent out to 6,999 employers on January 20, 1980. The number of employers receiving questionnaires for each of the eleven counties can be found in Table I while the number of surveys sent out

TABLE I

NUMBER AND PERCENT OF EMPLOYERS, BY COUNTY, RECEIVING QUESTIONNAIRE

N=6999

County	Number	Percent of N
Ashland	540	7.7%
Barron	1218	17.4%
Bayfield	360	5.1%
Burnett	361	5.2%
Douglas	1035	14.8%
Iron	196	2.8%
Polk	879	12.6%
Rusk	407	5.8%
Sawyer	889	12.7%
St. Croix	578	8.3%
Washburn	536	7.7%

by town can be found in Appendix B. A second mailing for those employers who did not respond was done on March 3, 1980. By the end of the May, 1980 cut-off date, 2,251 (32.2%) instruments were returned, although many were not filled out.

CHAPTER II

SURVEY RESULTS

Of the 6,999 questionnaires that were mailed to employers, 2,251 (32.2%) were returned. However, 2,070 (29.6%) instruments provided data that could have been coded and tabulated.

Table II shows the number and percent of employers, by county, responding to the questionnaire. The largest return from the 11-county Indianhead VTAE District was from Barron County with 395 (19.1%) respondents. This total was followed by St. Croix County with 289 (14.0%) responses, Polk County with 270 (3.5%) responses and Douglas County with 244 (11.8%) responses. The responses for the other counties are listed on Table II.

TABLE II

NUMBER AND PERCENT OF RESPONDENTS BY COUNTY

N=2070

County	Number	Percent of N
Ashland	167	8.1%
Barron	395	19.1%
Bayfield	110	5.3%
Burnett	105	5.1%
Douglas	244	11.8%
Iron	48	2.3%
Polk	279	13.5%
Rusk	130	6.3%
St. Croix	289	14.0%
Sawyer	147	7.1%
Washburn	156	7.5%

The principal function of employers' places of business is listed in Table III. The data show that 336 (17.1%) employers in the Indianhead District are primarily involved in Public Service activities; followed by 296 (15.0%) in Business and Office-related functions and 227 (1.6%) in Construction-related businesses. The principal functions of other employers are shown in Table III. Employers checking the "other" category indicated the primary functions of their businesses

TABLE III

PRINCIPAL FUNCTION OF EMPLOYERS' PLACE OF BUSINESS

N=1977

Principal Function of Businesses	Number	Percent of N
Agriculture, Agri-business, Natural Resources	156	7.9%
Business and Office	296	15.0%
Communication and Media	36	1.8%
Construction	227	11.5%
Consumer and Homemaking Education	5	0.3%
Ecology and Environment	3	0.2%
Fine Arts and Humanities	8	0.4%
Health	113	5.7%
Manufacturing	138	7.0%
Marine Science	2	0.1%
Marketing and Distributing	203	10.3%
Personal Services	108	5.5%
Public Service	336	17.0%
Recreation and Hospitality	213	10.8%
Transportation	85	4.3%
Other	48	2.4%

are warehousing, lawn care, tribal government and small engine repair. The number of businesses, by principal function, is shown for each of the

eleven counties in which they are located in Table IV.

TABLE IV

NUMBER OF BUSINESSES BY PRINCIPAL FUNCTION AND COUNTY

N=1977

County	Number of Businesses by Principal Function															
	Agriculture, Agri-business, Natural Resources	Business & Office	Communication and Media	Construction	Consumer and Home-making Education	Ecology and Environment	Fine Arts and Humanities	Health	Manufacturing	Marine Science	Marketing and Distribution	Personal Services	Public Services	Recreation and Hospitality	Transportation	Other
Ashland	11	22	1	13	0	0	2	18	14	0	18	6	23	14	8	7
Barron	36	56	9	55	3	1	3	16	25	1	43	20	66	22	17	8
Bayfield	7	14	2	16	2	1	1	5	2	0	4	3	25	16	1	6
Burnett	4	11	3	20	0	0	0	2	4	0	8	3	18	20	4	1
Douglas	3	57	4	17	0	0	0	7	14	0	22	24	39	30	14	5
Iron	2	5	2	3	0	0	0	4	1	0	4	1	13	6	1	3
Polk	24	43	7	27	0	1	0	19	22	0	34	13	48	16	13	3
Rusk	22	13	3	12	0	0	0	7	16	0	13	4	23	7	3	0
St. Croix	27	38	3	30	0	0	0	24	20	0	32	21	36	26	16	4
Sawyer	5	18	1	15	0	0	2	3	11	0	16	8	19	31	2	6
Washburn	15	19	1	19	0	0	0	8	9	1	9	5	26	25	6	5

Although 781 (39.9%) employers report that they do not have any females employed full-time, 877 (44.9%) report that they employ between 1-5 women each. This is followed by 93 (4.8%) who hired 6-10 females, 58 (3.0%) who employ over 50 employees, 41 (2.1%) who have hired 16-20 females, and 35 (1.8%) with 11-15 employees. The number of females working full-time and the number of employers for whom they work are listed in Table V.

TABLE V

NUMBER OF FEMALES WORKING FULL-TIME FOR EMPLOYERS IN THE INDIANHEAD DISTRICT

N=1954

Number of Full-time Female Employees	Number of Employers	Percent of N
None	781	39.9%
1-5	877	44.8%
6-10	93	4.8%
11-15	35	1.8%
16-20	41	2.1%
21-30	29	1.5%
31-40	27	1.4%
41-50	13	0.7%
Over 50	58	3.0%

Tables VI and VII show this information by county and by principal function of businesses.

TABLE VI

NUMBER OF EMPLOYERS HIRING FULL-TIME FEMALE EMPLOYEES, BY COUNTY

N=1954

County	Number of Employers								
	None*	1-05*	6-10*	11-15*	16-20*	21-30*	31-40*	41-50*	Over 50*
Ashland	59	71	12	1	5	3	5	0	5
Barron	142	180	22	7	5	3	4	3	10
Bayfield	46	39	2	2	2	4	0	2	1
Burnett	50	37	2	0	0	1	2	1	4
Douglas	71	129	10	4	6	3	3	3	7
Iron	23	20	0	2	1	0	1	0	0
Polk	106	109	12	7	8	4	6	2	8
Rusk	48	53	7	1	4	4	2	0	5
St. Croix	106	125	16	7	7	2	4	1	11
Sawyer	58	58	6	2	1	3	0	0	4
Washburn	72	56	4	2	2	2	0	1	3

*Number of full-time female employees

TABLE VII

PRINCIPAL FUNCTION OF BUSINESSES THAT EMPLOY FULL-TIME FEMALE EMPLOYEES

N= 1954

Principal Function of Businesses	Employers That Have Full-time Female Employees								
	None*	1-05*	6-10*	11-15*	16-20*	21-30*	31-40*	41-50*	Over 50
Agriculture, Agri-business, Natural Resources	74	59	14	1	0	0	0	0	1
Business & Office	86	162	14	10	6	9	3	1	1
Communication & Media	4	26	1	0	1	1	0	0	2
Construction	152	68	1	1	0	0	0	0	0
Consumer & Home-making Education	3	1	0	0	0	0	0	1	0
Ecology & Environment	2	1	0	0	0	0	0	0	0
Fine Arts & Humanities	4	1	0	0	0	0	0	0	0
Health	9	56	11	6	4	3	4	2	17
Manufacturing	35	44	11	3	13	2	8	1	20
Marine Science	1	0	0	0	0	0	0	0	0
Market & Distri-bution	56	131	10	1	2	2	0	0	1
Personal Services	35	61	6	0	2	1	0	0	0
Public Service	157	100	11	9	6	9	10	8	16
Recreation & Hospitality	88	103	7	3	4	2	1	0	0
Transportation	49	29	0	0	1	0	0	0	0
Other	26	35	7	1	2	0	1	0	0

*Number of Full-time Female Employees

Table VIII shows the number of male employees working full-time for the 1,962 employers who responded. As indicated in Table VIII, 946 (48.2%) employers report that they each have 1-5 males working full-time while 61 employers have over 50 employees each. The number of other full-time male employees working for employers in the Indianhead VTAE District is shown in Table VIII. Table IX shows the principal function of employers who have full-time male employees.

TABLE VIII

NUMBER OF MALES WORKING FULL-TIME FOR EMPLOYERS IN THE INDIANHEAD DISTRICT

N=1962

Number of Full-time Male Employees	Number of Employers	Percent of N
None	539	27.5%
1-5	946	48.2%
6-10	193	9.8%
11-15	81	4.1%
16-20	45	2.3%
21-30	52	2.7%
31-40	28	1.4%
41-50	17	0.9%
Over 50	61	3.1%

Table X and Table XI report the number of part-time female and male employees within the District. While 865 (44.2%) and 1,048 (54.0%) employers do not have any part-time female or male employees respectively the majority have hired 1-5 part-time male and female workers each.

For example each of the 918 out of 1,955 employers have between 1-5 part-time female workers; while 781 (40.3%) employers have a similar number of male workers each. Tables X and XI provide additional information on part-time employment of females and males.

TABLE IX

PRINCIPAL FUNCTION OF BUSINESSES THAT EMPLOY FULL-TIME MALE EMPLOYEES

N= 1962

Principal Function of Businesses	Employers That Have Full-time Male Employees								
	None*	1-05*	6-10*	11-15*	16-20*	21-30*	31-40*	41-50*	Over 50*
Agriculture, Agribusiness, Natural Resources	29	68	26	12	4	7	2	2	4
Business & Office	96	153	28	6	4	5	1	0	0
Communication & Media	1	22	7	3	1	0	0	0	2
Construction	34	128	32	16	3	5	2	1	3
Consumer & Homemaking Education	3	1	0	0	1	0	0	0	0
Ecology & Environment	1	1	0	0	0	0	0	0	0
Fine Arts & Humanities	2	1	0	0	0	0	1	0	0
Health	46	45	11	6	1	0	2	1	1
Manufacturing	5	37	18	11	11	16	8	6	26
Marine Science	1	0	0	0	0	0	0	0	0
Market & Distribution	59	104	21	7	6	2	0	1	2
Personal Services	57	44	5	0	0	0	0	1	0
Public Service	81	150	23	11	10	13	9	5	22
Recreation & Hospitality	98	94	7	3	2	0	0	0	0
Transportation	7	54	8	6	2	1	3	0	1
Other	10	54	7	0	0	3	0	0	0

*Number of Full-time Male Employees

TABLE X

NUMBER OF FEMALES WORKING PART-TIME FOR EMPLOYERS IN THE INDIANHEAD DISTRICT

N=1955

Number of Part-time Female Employees	Number of Employers	Percent of N
None	865	44.2%
1-5	918	47.0%
6-10	92	4.7%
11-15	28	1.4%
16-20	13	0.7%
21-30	10	0.5%
31-40	9	0.5%
41-50	6	0.3%
Over 50	14	0.7%

TABLE XI

NUMBER OF MALES WORKING PART-TIME FOR EMPLOYERS IN THE INDIANHEAD DISTRICT

N=1940

Number of Part-time Male Employees	Number of Employers	Percent of N
None	1048	54.0%
1-5	781	40.3%
6-10	64	3.3%
11-15	22	1.1%
16-20	11	0.6%
21-30	6	0.3%
31-40	2	0.1%
41-50	2	0.1%
Over 50	4	0.2%

TABLE XII

PRINCIPAL FUNCTION OF BUSINESSES THAT EMPLOY
PART-TIME FEMALE EMPLOYEES

N= 1955

Principal Function of Businesses	Employers That Have Part-time Female Employees								
	None*	1-05*	6-10*	11-15*	16-20*	21-30*	31-40*	41-50*	Over 50*
Agriculture, Agribusiness, Natural Resources	94	56	2	0	0	0	0	0	0
Business & Office	110	169	12	0	0	0	0	0	0
Communication & Media	14	17	2	0	1	0	0	0	0
Construction	160	63	0	0	0	0	0	0	0
Consumer & Homemaking Education	2	2	1	0	0	0	0	0	0
Ecology & Environment	1	2	0	0	0	0	0	0	0
Fine Arts & Humanities	2	3	0	0	0	0	0	0	0
Health	17	61	5	1	4	5	4	4	10
Manufacturing	72	56	4	1	0	0	0	0	1
Marine Science	1	0	0	0	0	0	0	0	0
Market & Distribution	79	100	13	5	1	0	0	1	1
Personal Services	47	55	3	0	1	1	0	0	0
Public Service	47	55	3	0	1	1	0	0	0
Recreation & Hospitality	113	172	24	9	5	1	5	1	1
Transportation	73	97	23	9	0	3	0	0	0
Other	50	29	0	2	1	0	0	0	0

*Number of Part-time Female Employees

TABLE XIII

PRINCIPAL FUNCTION OF BUSINESSES THAT EMPLOY PART-TIME MALE EMPLOYEES

N= 1940

Principal Function of Businesses	Employers That Have Part-time Male Employees								
	None*	1-05*	6-10*	11-15*	16-20*	21-30*	31-40*	41-50*	Over 50*
Agriculture, Agri-business, Natural Resources	79	66	5	0	0	0	0	0	0
Business & Office	187	95	4	4	0	0	0	0	0
Communication & Media	23	11	0	0	0	0	0	0	0
Construction	158	62	1	0	1	0	0	0	0
Consumer & Home-making Education	3	1	1	0	0	0	0	0	0
Ecology & Environment	1	2	0	0	0	0	0	0	0
Fine Arts & Humanities	3	0	0	0	0	0	1	0	0
Health	70	36	3	1	0	0	0	0	0
Manufacturing	80	51	1	1	0	1	0	0	0
Marine Science	1	0	0	0	0	0	0	0	0
Market & Distri-bution	105	76	6	5	3	0	0	1	1
Personal Services	67	37	1	0	0	1	0	0	0
Public Service	93	186	28	8	4	4	1	1	3
Recreation & Hospitality	102	90	11	1	1	0	0	0	0
Transportation	37	39	3	2	1	0	0	0	0
Other	15	8	0	0	0	0	0	0	0

*Number of Part-time Male Employees

As shown in Table XIV and XV, fewer employers hire seasonal workers - male or female. However, 378 (19.5%) employers hire 1-5 females each for seasonal work compared with 551 (28.5%) who hire a similar number of male workers. For almost every other category, more males than females are hired seasonally by employers in the 11-county Indianhead District. For seasonally employed males and females, Tables XVI and XVII present this information by the principal function of the businesses.

TABLE XIV

NUMBER OF FEMALES WORKING SEASONALLY FOR EMPLOYERS IN THE INDIANHEAD DISTRICT

N=1943

Number of Seasonal Female Employees	Number of Employers	Percent of N
None	1483	76.3%
1-5	378	19.5%
6-10	40	2.1%
11-15	18	0.9%
16-20	11	0.6%
21-30	6	0.3%
31-40	1	.0%
41-50	0	.0%
Over 50	6	0.3%

TABLE XV

NUMBER OF MALES WORKING SEASONALLY FOR EMPLOYERS IN THE INDIANHEAD DISTRICT

N-1935

Number of Seasonal Male Employees	Number of Employers	Percent of N
None	1281	66.2%
1-5	551	28.5%
6-10	46	2.4%
11-15	19	1.0%
16-20	15	0.8%
21-30	5	0.3%
31-40	8	0.4%
41-50	1	0.1%
Over 50	9	0.5%

TABLE XVI

PRINCIPAL FUNCTION OF BUSINESSES THAT EMPLOY SEASONAL FEMALE EMPLOYEES

N=1943

Principal Function of Businesses	Employers That Have Seasonal Female Employees								
	None*	1-05*	6-10*	11-15*	16-20*	21-30*	31-40*	41-50*	Over 50*
Agriculture, Agribusiness, Natural Resources	127	20	2	0	0	0	0	0	2
Business & Office	230	59	1	1	0	0	0	0	0
Communication & Media	33	1	1	0	0	0	0	0	0
Construction	201	18	0	0	0	0	0	0	0
Consumer & Homemaking Education	4	1	0	0	0	0	0	0	0
Ecology & Environment	3	0	0	0	0	0	0	0	0
Fine Arts & Humanities	2	2	0	0	0	0	0	0	0
Health	93	15	1	0	1	0	0	0	1
Manufacturing	99	26	1	0	2	1	0	0	2
Marine Science	1	0	0	0	0	0	0	0	0
Market & Distribution	152	41	4	2	1	1	0	0	0
Personal Services	85	18	2	1	0	0	0	0	0
Public Service	234	70	10	6	1	3	1	0	0
Recreation & Hospitality	97	80	16	6	5	1	0	0	1
Transportation	69	9	1	2	1	0	0	0	0
Other	18	5	0	0	0	0	0	0	0

*Number of Seasonal Female Employees

TABLE XVII

PRINCIPAL FUNCTION OF BUSINESSES THAT EMPLOY SEASONAL MALE EMPLOYEES

N= 1935

Principal Function of Businesses	Employers That Have Seasonal Male Employees								
	None*	1-05*	6-10*	11-15*	16-20*	21-30*	31-40*	41-50*	Over 50*
Agriculture, Agribusiness, Natural Resources	86	55	4	3	0	0	1	0	3
Business & Office	239	47	1	0	0	0	0	0	0
Communication & Media	27	6	1	0	1	0	0	0	0
Construction	95	100	13	4	5	0	4	0	1
Consumer & Homemaking Education	4	0	1	0	0	0	0	0	0
Ecology & Environment	3	0	0	0	0	0	0	0	0
Fine Arts & Humanities	2	1	0	0	0	0	0	0	0
Health	98	12	1	0	0	0	0	0	0
Manufacturing	90	28	6	3	1	1	2	0	2
Marine Science	0	1	0	0	0	0	0	0	0
Market & Distribution	144	51	2	1	1	0	0	1	0
Personal Services	89	14	0	0	0	0	0	0	0
Public Service	200	106	10	1	5	2	1	0	1
Recreation & Hospitality	106	83	3	6	1	1	0	0	2
Transportation	55	20	3	1	1	1	0	0	0
Other	15	7	0	0	0	0	0	0	0

*Number of Seasonal Male Employees

Employers were asked if they anticipated any changes in the number of their female and male employees. Fifty-six employers anticipated a reduction of male employees as did 51 for female employees. On the other hand, 247 (12.6%) employers expect to hire additional male employees as do 207 (10.7%) employers who indicated that the probability exists for their increasing the number of female employees.

TABLE XVIII

CHANGES IN THE NUMBER OF EMPLOYEES, MALE OR FEMALE ANTICIPATED BY EMPLOYERS

N=3895

Change	Female	Male	Percent of N
A Reduction	51	56	2.7%
No Change	1684	1650	85.6%
An Increase	207	247	11.7%

No change was anticipated by 1684 and 1650 employers who hire female and male employees respectively. This information is summarized in Table XVIII.

As shown in Tables XIX and XX, increases in job opportunities for both males and females will present themselves in all business categories. For both sexes, the greatest increases will be in Business and Office Occupations; marketing and distribution; recreation and hospitality and manufacturing and health.

TABLE XIX

BUSINESSES, BY PRINCIPAL FUNCTION, THAT ANTICIPATE CHANGES IN THE NUMBER OF FEMALE EMPLOYEES

N=258

Principal Function of Businesses	Businesses Anticipate Changes in Female Employees	
	Reduction	Increase
Agriculture, Agri-Business, Natural Resources	1	14
Business & Office	5	30
Communication & Media	2	3
Construction	2	13
Consumer & Home-making Education	0	0
Ecology & Environment	0	0
Fine Arts & Humanities	0	1
Health	7	18
Manufacturing	1	38
Marine Science	0	1
Marketing & Distribution	5	24
Personal Services	3	7
Public Service	6	19
Recreation & Hospitality	14	26
Transportation	1	6
Other	4	7

TABLE XX

BUSINESSES, BY PRINCIPAL FUNCTION, THAT ANTICIPATE CHANGES IN THE NUMBER OF MALE EMPLOYEES

N=303

Principal Function of Businesses	Businesses Anticipate Changes in Male Employees	
	Reduction	Increase
Agriculture, Agri-Business, Natural Resources	6	32
Business & Office	5	30
Communication & Media	1	6
Construction	6	41
Consumer & Home-making Education	0	0
Ecology & Environment	0	0
Fine Arts & Humanities	0	0
Health	5	10
Manufacturing	1	42
Marine Science	0	0
Market & Distri-bution	4	22
Personal Services	3	12
Public Services	11	17
Recreation & Hospitality	7	16
Transportation	5	13
Other	2	6

Of the 1,944 businesses responding, 1,546 (79.5%) indicate that they do not plan to expand; however, the 398 remaining plan to do so.

TABLE XXI

TIME EMPLOYERS PLAN TO EXPAND THEIR BUSINESSES

N=1944

Time for Expansion	Number of Businesses	Percent of N
No Expansion Planned	1546	79.5%
This Year	174	9.0%
Next Year	62	3.2%
Next 2 Years	86	4.4%
Next 5 Years	58	3.0%
Next 10 Years	18	0.9%

One hundred seventy-four (9.0%) are planning an expansion this year; 62 (3.2%) next year; 86 (4.4%) within the next 2 years; 58 (3.0%) within the next 5 years; and 18 (0.9%) within the next 10 years. This information is summarized in Table XXI and presented by business area in Table XXII.

Titles of jobs that employers expect to fill are listed, by county, in the next few pages. The types of jobs most frequently indicated are salespersons, production workers, machine operators, nursing assistants, sewing machine operators, cooks/restaurant employees, secretaries/office workers and laborers. The number and types of other jobs to be filled are listed in Table XXIII.

TABLE XXII

TIME EMPLOYERS PLAN TO EXPAND BUSINESSES,
BY PRINCIPAL FUNCTION

N=1944

Principal Function of Businesses	Expansion					
	None	This Year	Next Year	Next 2 Yrs.	Next 5 Yrs.	Next 10 Yrs.
Agriculture, Agri-Business, Natural Resources	105	18	5	15	5	2
Business & Office	225	25	8	21	8	3
Communication & Media	26	3	2	1	3	0
Construction	179	25	7	6	3	3
Consumer & Home-making Education	5	0	0	0	0	0
Ecology & Environment	3	0	0	0	0	0
Fine Arts & Humanities	4	0	0	0	0	0
Health	84	9	3	6	5	1
Manufacturing	85	24	7	13	6	0
Marine Science	1	0	0	0	0	0
Market & Distri-bution	155	18	10	6	7	3
Personal Services	90	5	3	2	2	4
Public Services	293	16	5	1	6	0
Recreation & Hospitality	165	14	9	8	10	1
Transportation	68	6	1	3	3	1
Other	57	11	2	4	0	0

TABLE XXIII

TITLES AND NUMBER OF JOBS EMPLOYERS EXPECT TO FILL, BY COUNTY

Ashland

Cashier/Clerk (6)
Salesperson (4)
Tellers (3)
Bookkeeper/Clerk (3)
Secretary/Office Worker (2)
Laborer (4)
Service Helper
Woodworker
Delivery Service
Mechanic
Office Manager
Plumber
Grinder Foreman
Program Analyst
Bartender
Maid
Machine Operator (12)
Business Agent
Travel Agent
Truck Driver
Farm Manager
Loan Personnel

Barron

Salesperson (13)
Salesperson-Real Estate (4)
Salesperson_Delivery (2)
Community Worker (14)
Dietitian (5)
Medical Doctor
LPN (5)
Pharmacist/Intern (2)

Barron Cont.

RN (12)
Nursing Assistant (10)
Secretary/Office Worker (7)
Bank Teller
Checker
Equipment Installer
Laborer (3)
Production Worker (10)
Silo Crew Worker (3)
Mill Employee (2)
Laundry Aide
Stock Person (8)
Machine Operator
Mechanic (5)
Clerk/Partsperson (2)
Lineman
Manager (14)
Welder (5)
Plumber
Architect
Butcher
Die Caster (6)
Draftsman (2)
Engineer Technician
Floor Layer (2)
Layout Person (2)
Cook
Backhoe Operator
Cheesemaker (2)
Dryer Operator (2)
Evaporator Operator (3)
Small "Cat" Operator

Barron Cont.

Counselor
Mortician
Driver/Trucker (5)
Diesel Mechanic
Agri-business
Loan Personnel (2)
Teacher
Surveying Personnel (2)

Bayfield

Salesperson (5)
Clerk
Painter Apprentice
LPN (8)
RN (5)
Nursing Assistant (15)
Teller (2)
Receptionist
Office Manager
Clerk (2)
Tree Filler
Mechanic (2)
Maintenance
Engineer (3)
Auto Body
Restaurant/Bar Manager
Assistant Director (2)
Brick Layer
Carpenter (2)
Painter (2)
Cooks (3)
Waitress (4)

Bayfield Cont.

Machine Operator (2)
Writer/Composer (3)
Truck Driver
Bookkeeper
Crew Member (5)

Burnett

Cashier/Checker (4)
Nursing Assistant (4)
RN (6)
LPN (3)
Secretary/Office Worker (4)
Sewing Personnel (31)
Laborer (23)
Plumber
Custodian
Cleaning Person (2)
Coordinator (2)
Electrician Apprentice
Furnace Installer/Repairman
Equipment Operator (2)
Pilot
Truck Driver
Bookkeeper
Administrator (2)

Douglas

Salesperson (25)
Insurance Salesperson
Aide
Secretary/Office Worker (7)
Comptroller

Douglas Cont.

- Production Employee (7)
- Assembler (5)
- Warehouseman
- Auto Body Repair Personnel
- Manager (16)
- Hairdresser
- Sheet Metal Worker (4)
- Cook/Supervisor (15)
- Drill Operator (2)
- Counselor (2)
- Beautician (3)
- Driver (5)
- Travel Agent (2)
- Teller (3)
- Counselor
- Computer Technician/Programmer/ Operator (3)

Iron

- Secretary/Office Personnel (6)
- Laborer (2)
- Carpenter (4)

Polk

- Sales Clerk/Cashier (13)
- Clerical/Office Worker (7)
- Production Worker/Assembler (31)
- Machine Operator (6)
- Mechanic (6)
- Manager (4)
- Carpenter (3)
- Mason (2)

Polk Cont.

- Molder (9)
- Plumber
- Technical
- Electrician (7)
- Engineer
- Draftsman
- Plant Supervisor (17)
- Cooks/Restaurant Worker (6)
- Equipment Operator (2)
- Sewing Machine Operator (52)
- Reporter (2)
- Collector
- Truck Driver (2)
- Accountant (2)
- Bookkeeper
- Auditor
- Realtor (2)

Rusk

- Attorney
- Para-Legal Employee (2)
- Salesperson (2)
- Insurance Agent (3)
- Dental Hygienist
- Secretary/Office Worker (3)
- Laborer (8)
- Material Handler (5)
- Mechanic (3)
- Technician (6)
- Painter (2)
- Mason (2)
- Carpenter (5)

Rusk Cont.

Maintenance (2)
Equipment Operator (5)
Truck Driver
Vocational Rehabilitation Specialist
Jobber (2)
Agent (1)

Sawyer

Salesperson (56)
Nursing Assistant
Secretary/Office Worker (6)
Laborer (9)
Production Worker (13)
Carpenter (27)
Leather Worker (2)
Manager
Cook/Restaurant Worker (5)
Equipment Operator
Announcer
Truck Driver
Lumberyard Worker (2)

St. Croix

Attorney
Law Clerk
Court Reporter
Salesperson (10)
Real Estate Salesperson (6)
MD (4)
RN (2)
Optician
Lab Technician

St. Croix Cont.

Secretary/Office Worker (6)
Production Personnel (23)
Laborer (9)
Gas Station Attendant (3)
Machinist
Auto Body Repair Personnel
Mechanic (6)
Refrigeration Servicing (2)
Store Manager
Architectural Draftsman (2)
Carpenter (3)
Electrician (3)
Factory Supervisor (3)
Cook/Restaurant Helper (11)
Equipment Operator (4)
Hair Stylist
Truck Driver
Herdsman (3)
CPA (2)
Bookkeeper
Funeral Director

Washburn

Attorney
Salesperson (7)
MD
RN
LPN
Dental Hygienist (2)
Secretary/Office Worker (6)
Laborer
Roofer

Washburn Cont.

Mechanic (6)	Cook/Restaurant Worker (11)
Refrigeration Technician (2)	Equipment Operator
Office Manager (2)	Truck Driver
Architect	Pilot
Welder (2)	Flight Instructor
Electrician	Social Worker
	Real Estate Sales Associate (3)

When employers were asked if they considered vocational technical training as a prerequisite for hiring some employees, 635 (32.9%) of the 1,928 responding, indicated that they did; while 1,293 (67.1%) indicated that they did not. The number of employers, by county, who do and do not require vocational/technical education as a prerequisite for employment is shown in Table XXIV. This information is also presented, by the primary function of businesses, in Table XXV.

TABLE XXIV

EMPLOYERS, BY COUNTY, WHO REGARD VOCATIONAL TRAINING AS PREREQUISITE FOR EMPLOYMENT

N=1928

County	Yes	No
Ashland	65	90
Barron	121	249
Bayfield	31	73
Burnett	19	78
Douglas	96	135
Iron	10	35
Polk	94	167
Rusk	32	87
St. Croix	94	182
Sawyer	29	100
Washburn	44	97

TABLE XXV

EMPLOYERS, BY BUSINESS AREA, WHO REGARD VOCATIONAL/TECHNICAL TRAINING AS A PREREQUISITE FOR EMPLOYMENT

N=1928

Business Area	Vocational Technical Training as a Prerequisite	
	Yes	No
Agriculture, Agri-Business, Natural Resources	54	99
Business and Office	96	189
Communication and Media	17	18
Construction	79	142
Consumer and Homemaking Education	1	4
Ecology and Environment	1	2
Fine Arts and Humanities	1	3
Health	70	38
Manufacturing	51	86
Marine Science	0	1
Market & Distribution	48	146
Personal Services	46	53
Public Service	96	229
Recreation & Hospitality	30	174
Transportation	25	55
Other	20	54

Table XXVI reports the number of employers and the level of vocational/technical training that they require as prerequisites for employment. Graduates from high school vocational programs are accepted most often as indicated by 255 (24.1%) employers. This was followed by one-year vocational programs acceptable by 248 (23.4%) employers, apprenticeship programs required by 246 (23.2%) employers, two-year vocational programs

required by 203 (19.2%) employers and less than one-year program acceptable to 107 (10.1%) employers. The level of training required

TABLE XXVI

LEVEL OF VOCATIONAL/TECHNICAL TRAINING REQUIRED AS A PREREQUISITE FOR EMPLOYMENT

N=1059

Level of Vocational/ Technical Training	Number of Employers	Percent of N
High school vocational programs	255	24.1%
Less than one year programs	107	10.1%
One year vocational programs	248	23.4%
Two year vocational programs	203	19.2%
Apprenticeship programs	246	23.2%

by primary function of business, is presented in Table XXVII.

TABLE XXVII

LEVEL OF VOCATIONAL/TECHNICAL TRAINING USED AS PREREQUISITE FOR EMPLOYMENT, BY BUSINESS AREA

N=699

Business Area	Level of Vocational Program				
	High School	Less Than One Year	One Year	Two Year	Apprentice-ship
Agriculture, Agri-Business Natural Resources	26	6	19	16	10
Business and Office	42	15	31	34	28
Communication & Media	10	2	11	6	7
Construction	23	4	17	22	64
Consumer & Homemaking Environment	0	0	0	0	0
Ecology & Environment	0	0	1	1	0
Fine Arts & Humanities	0	0	1	1	0
Health	16	28	35	19	8
Manufacturing	23	10	17	24	25
Marine Science	0	0	0	0	1
Marketing & Distribution	27	7	16	15	20
Personal Services	11	4	30	14	15
Public Services	42	23	36	26	30
Recreation & Hospitality	17	4	11	5	13
Transportation	11	3	6	9	16
Other	2	0	1	0	1

Of the one thousand three hundred and fifty-six employers responding to this question, 1,016 participate in some type of training programs for their employees. According to the data, as shown in Table XXVIII, 474 (35.0%) employers provided opportunities for on-the-job training, 199 (147%) offered specific skill training, 136 (10.0%) participate in training for their supervisors and 128 (9.4%) cooperate with high schools to provide

training. Additional training programs that companies participate in are listed in Appendix C.

TABLE XXVIII

TRAINING PROGRAMS FOR EMPLOYEES IN WHICH COMPANIES PARTICIPATE

N=1356

Type of Training Program	Number of Employers	Percent of N
None	340	25.1%
High school cooperative programs	128	9.4%
Supervisory training	136	10.0%
Specific skill training	199	14.7%
On-the-job training	474	35.0%
Other	79	5.8%

TABLE XXIX

NUMBER OF EMPLOYEES CURRENTLY INVOLVED WITH TRAINING PROGRAMS

N=1560

Training Program	Number of Employees	Percent of N
High school cooperative programs	113	7.2%
Supervisory training	321	20.6%
Specific skill training	296	19.0%
On-the-job training	682	43.7%
Other	148	9.5%

Employers report that 1,560 of their employees participate in training programs. As seen in Table XXIX, the largest number (43.7%) are involved in on-the-job training activities. Three hundred and twenty (20.6%) others pursue supervisory training and 296 (19.0%) obtain training in specific skills. The types of training that 148 (9.5%) employees participate in are listed in Appendix D.

Of the number of employees involved with training programs, 87.5% take place at job sites, while 12.5% are off.

Table XXX shows the interest of employers in working with WITI to provide training programs for their employees. Although 1,185 employers were not interested in cooperative training programs, 833 were. Accordingly, 306 (15.2%) employers wanted the joint training to take place at the job site.

TABLE XXX

COOPERATIVE TRAINING PROGRAMS FOR EMPLOYEES
BETWEEN WITI AND EMPLOYERS

N=2018

Training Program	Number	Percent of N
None	1185	58.7%
Apprenticeship	126	6.2%
Supervisory training	172	8.5%
Technician training	146	7.2%
On-the-job training	306	15.2%
Other	83	4.1%

Others wanted training at other locations than the work place in apprenticeship, supervisory training and technician training. Other areas specified by employers are listed in Appendix E. Tables XXXI and XXXII show cooperative training programs by business area and county.

TABLE XXXI

COOPERATIVE TRAINING PROGRAMS FOR EMPLOYEES BETWEEN WITI AND EMPLOYERS BY BUSINESS AREA

N=2018

Business Area	Training Programs					
	None	Apprentice-ship	Supervisory Training	Technical Training	On-the-job Training	Other
Agriculture, Agri-business	96	5	11	11	23	2
Business & Office	188	9	12	12	43	15
Communication & Media	15	1	5	12	5	0
Construction	129	44	11	11	37	2
Consumer and Homemaking Environment	4	0	0	0	1	0
Ecology and Environment	2	0	0	1	0	0
Fine Arts & Humanities	3	1	3	2	1	1
Health	60	3	13	8	26	3
Manufacturing	64	14	33	18	33	5
Marine Science	1	0	1	0	0	0
Marketing & Distribution	135	9	12	13	21	6
Personal Service	61	8	7	7	9	4
Public Service	200	15	18	24	36	17
Recreation & Hospitality	128	6	9	5	45	4
Transportation	55	4	4	10	12	1
Other	44	7	33	12	14	23

TABLE XXXII

COOPERATIVE TRAINING PROGRAMS FOR EMPLOYEES BETWEEN WITI AND EMPLOYERS, BY COUNTY

N=2018

County	Training Programs					
	None	Apprentice-ship	Supervisory Training	Technical Training	On-the-job Training	Other
Ashland	85	11	7	14	27	9
Barron	226	27	29	31	68	13
Bayfield	62	7	9	8	23	5
Burnett	60	5	9	5	13	3
Douglas	145	21	21	14	36	10
Iron	26	4	3	3	11	1
Polk	158	12	29	25	30	9
Rusk	80	5	10	11	13	6
St. Croix	179	19	23	14	43	8
Sawyer	82	8	17	10	21	8
Washburn	82	7	15	11	21	11

Table XXXIII shows the locations preferred by 1,066 employers for training programs to be offered to their employees. Four hundred and six (38.1%) employers preferred WITI-Rice Lake; 246 (23.1%) preferred WITI-New Richmond; 170 (15.9%) indicated WITI-Ashland and 163 (15.3%) respondents wanted their employees to attend WITI-Superior. Eighty-one (7.6%) respondents listed other locations which can be found in Appendix F.

TABLE XXXIII

WITI LOCATIONS INDICATED BY EMPLOYERS THAT COULD BEST PROVIDE TRAINING FOR THEIR EMPLOYEES

N=1066

Location	Number of Employers	Percent of N
WITI-Ashland	170	15.9%
WITI-New Richmond	246	23.1%
WITI-Rice Lake	406	38.1%
WITI-Superior	163	15.3%
Other	81	7.6%

Table XXXIV shows the location of the four WITI campuses that could best provide training for the employees of the several business areas.

TABLE XXXIV

WITI LOCATIONS, BY BUSINESS AREA, THAT COULD BEST PROVIDE TRAINING

N=1066

Business Area	WITI Location				
	Ashland	New Richmond	Rice Lake	Superior	Other
Agriculture	11	30	39	2	7
Business & Office	20	26	56	30	8
Communication & Media	3	5	14	3	6
Construction	16	31	63	18	4
Consumer & Homemaking Environment	0	0	1	0	0
Ecology & Environment	1	0	1	0	0
Fine Arts & Humanities	1	1	1	0	2
Health	16	24	18	4	7
Manufacturing	13	22	33	16	9
Marine Science	0	0	2	0	0
Marketing & Distribution	14	25	34	13	7
Personal Service	6	12	16	21	3
Public Service	33	31	70	27	10
Recreation & Hospitality	19	18	27	11	8
Transportation	3	13	14	11	3
Other	13	8	17	7	7

TABLE XXXV

WITI LOCATIONS AND EXPANSION PLANS OF COMPANIES

N=946

WITI Location	Expansion Plans					
	No Expansion Planned	This Year	Next Year	Next 2 Years	Next 5 Years	Next 10 Years
Ashland	120	16	9	6	9	3
New Richmond	159	31	10	20	12	2
Rice Lake	279	52	12	27	16	4
Superior	125	13	8	6	6	1

When expansion plans of companies are compared to their proximity with the locations of the four technical institutes, it is found that the greatest number of companies planning to expand are near the Rice Lake Campus. This is followed by New Richmond, Ashland and Superior Campuses respectively as having companies that plan to expand within their area.

When employers were asked how they helped their employees who wanted to obtain additional training, 449 (28.2%) indicated that they provided for release time so that their employees can attend classes. Four hundred and thirty-one (27.1%) reimbursed employees' tuition, while 324 (20.4%) expected employees to attend classes after work hours and at their own expense. Information on these and other types of assistance employees

receive from their place of employment can be found in Table XXXVI and Appendix G. Types of assistance offered by employers to employees,

TABLE XXXVI

WAYS EMPLOYERS HELP THEIR EMPLOYEES WHO ENROLL IN TRAINING PROGRAMS

N=1591

Type of Assistance	Number of Employers	Percent of N
Offering a tuition reimbursement policy	431	27.1%
Providing a release time from work to attend educational centers away from the job site	449	28.2%
Sharing release time between company and employee	96	6.0%
Providing internal courses on company time	178	11.2%
Expecting employees to be involved in training after work hours and at own expense	324	20.4%
Other	113	7.1%

by business area and county, can be found in Tables XXXVII and XXXVIII.

TABLE XXXVII

WAYS EMPLOYERS HELP EMPLOYEES WHO ENROLL
IN TRAINING PROGRAMS, BY BUSINESS AREA

N-1591

Business Area	Type of Help					
	Tuition Reimbursement	Release Time	Sharing Release Time	Internal Classes	After Work	Other
Agriculture	34	32	7	12	19	8
Business & Office	76	71	9	31	41	12
Communication & Media	12	13	5	9	10	2
Construction	28	53	7	5	62	10
Consumer & Homemaking Environment	0	0	0	1	1	0
Ecology & Environment	1	0	0	0	0	0
Fine Arts & Humanities	0	0	0	2	0	0
Health	48	37	10	16	17	6
Manufacturing	50	26	5	15	17	7
Marine Science	0	0	0	0	0	0
Marketing & Distribution	36	43	9	17	24	9
Personal Service	19	22	5	5	14	10
Public Service	88	83	17	33	60	21
Recreation & Hospitality	10	24	11	13	34	15
Transportation	12	20	4	10	14	6
Other	17	25	7	9	11	7

TABLE XXXVIII

WAYS EMPLOYERS HELP EMPLOYEES WHO ENROLL IN TRAINING PROGRAMS, BY COUNTY

N=1591

County	Type of Help					
	Tuition Reimbursement	Release Time	Sharing Release Time	Internal Classes	After Work	Other
Ashland	32	36	9	17	19	6
Barron	75	94	18	31	64	15
Bayfield	25	23	1	3	13	4
Burnett	16	18	8	5	12	8
Douglas	58	56	12	19	52	14
Iron	10	9	4	4	8	2
Polk	60	63	11	28	43	17
Rusk	34	34	6	16	12	8
St. Croix	71	61	19	27	52	20
Sawyer	22	30	3	13	19	5
Washburn	28	25	5	15	30	14

Table XXXIX lists several work habits that employers are looking for their employees to exhibit. Among the ones listed most often are: "Working well under supervision," "Experience," "Application of knowledge," "Asking question," "Dependability" and "Common sense." The other habits, although not mentioned as often as those above, are as important. These habits can be found in Table XXXIX.

TABLE XXXIX

WORK HABITS THAT EMPLOYERS ARE LOOKING FOR EMPLOYEES TO EXHIBIT

Application of knowledge	Leadership
Asking questions, if necessary	Local people and/or short distance to travel
Common sense	Maturity and self-discipline
Compatibility with workers	Neatness
Competence	No chemical dependencies and/or smoking habits
Courtesy and respectfulness	Observant
Dedication	Pleasant personality
Diplomatic with the customers	Practices safety
Does not abuse break-time	Productive
Does not waste time or materials	Promptness
Experience	Quality workmanship
"Good" attendance	Reliability
"Good" attitudes	Self-confidence
Concentration	Stable
Knowledge of area	Technical adaptability and training
Retention of knowledge	Thorough and accurate
Honesty	Working well under supervision
Industrious	Well organized
Initiative	

The data provided in Table XL show respondents' attitude towards hiring handicapped individuals. More than half (56.6%) of those responding would give equal consideration to handicapped and able-bodied individuals. One hundred twenty-eight (7.3%) respondents would hire a handicapped before an able-bodied individual, and 102 (5.8%) would do what was required by law. Four hundred and seventy (26.8%) employers indicated that they had not previously discussed the issue.

TABLE XL

COMPANY'S ATTITUDE TOWARDS HIRING HANDICAPPED INDIVIDUALS

N=1754

Attitude	Number	Percent of N
Activity looking for handicapped individuals to employ	41	2.3%
Would hire a handicapped person before an able-bodied person, if qualifications were the same	128	7.3%
A handicapped person and an able-bodied person would receive equal consideration, if qualifications were the same	993	56.6%
Would not hire a handicapped person if an able-bodied person were available	20	1.1%
It has not been discussed or considered	470	26.8%
Will do what is required by law	102	5.8%

Although not asked for, many employers offered explanations as to why they could not hire handicapped individuals. The most frequent reason given was that the type of work available required employees to "exhibit physical dexterity and mental alertness."

Table XLI lists the continuing education programs that employers feel WITI should offer to upgrade their employees' skills. The programs most frequently mentioned are carpentry, electrical, plumbery, auto/small engine servicing, office skills, recreation/tourism/hospitality and business, finance and accounting. A complete list of the suggestions for continuing education programs can be found in Table XLI.

TABLE XLI

CONTINUING EDUCATION PROGRAMS THAT EMPLOYERS THINK WITI SHOULD OFFER TO UPGRADE THEIR EMPLOYEES' SKILLS

N=1852

Continuing Education Program	Number	Percent of N
Agriculture Mechanics	15	0.8%
Auto and Small Engine Servicing	64	3.5%
Business, Finance and Accounting	156	8.4%
Communication	55	3.0%
Computer	55	3.0%
Conservation	15	0.8%
Electronic Servicing	46	2.5%
Farming	14	0.8%
Health	97	5.2%
Insurance Sales	6	0.3%
Law Enforcement	10	0.5%
Legal	6	0.3%
Machine	43	2.3%
Management	72	3.9%
Marketing Distribution	26	1.4%
Mathematics (Advanced)	15	0.8%
Mathematics (Basic)	31	1.7%
Office (Clerical and Office Machines)	113	6.1%
On-the-job training	11	0.6%
Operator, equipment	23	1.2%
Personal Development	48	3.0%
Personal Service	12	0.6%
Public Service	47	2.5%
Reading and Writing	25	1.3%
Real Estate Sales	18	1.0%
Recreation, Hospitality, Tourism	95	5.1%
Recreational Vehicle Repair	4	0.2%
Safety	12	0.6%
Sales	67	3.6%
Seminars	20	1.1%
Service Skills	53	2.9%
Sewing	17	0.9%
Specific Skills	60	3.2%
State Certification (Assessing, Building Inspection, Perc Testing, etc.)	22	1.2%
Supervisory Skills	41	2.2%
Trades (Carpentry, Electrical, Plumbing)	177	9.6%
Transportation	16	0.9%
Woodworking	14	0.8%
Miscellaneous	231	12.7%

TABLE XLII

CONTINUING EDUCATION PROGRAMS SUGGESTED BY BUSINESSES, BY COUNTY

N=1852

Continuing Education Programs	Counties										
	Ashland	Barron	Bayfield	Burnett	Douglas	Iron	Polk	Rusk	St. Croix	Sawyer	Washburn
Auto & Small Engine Servicing	6	5	8	0	6	2	9	3	13	3	9
Business, Finance & Accounting	14	28	9	8	16	3	23	6	9	23	17
Communication	5	6	2	3	7	2	6	5	15	3	1
Computer Skills	6	9	3	2	4	0	7	4	5	11	4
Conservation	3	4	4	0	1	0	0	1	0	2	0
Electronic Servicing	4	12	4	2	4	0	9	3	2	4	2
Farm Mechanic Skill	1	3	3	1	1	0	0	1	0	3	2
Farming	8	4	0	0	0	0	1	0	1	0	0
Health	16	8	0	1	10	3	16	6	22	1	14
Insurance Sales	1	2	0	0	1	0	0	1	0	0	1
Law Enforcement	3	1	1	0	0	0	2	1	2	0	0
Legal Knowledge	0	0	1	0	2	0	0	1	1	0	1
Machining Programs	4	10	1	1	8	3	8	2	0	4	2
Management	5	13	6	5	7	3	11	8	7	5	2
Marketing Distribution	1	7	0	2	2	0	7	2	2	2	1
Mathematics (Advanced)	3	1	1	0	1	0	2	1	3	0	3
Mathematics (Basic)	6	3	1	0	6	1	3	0	6	2	3
Office (Clerical and Office Machines)	16	15	3	8	16	1	11	13	16	7	7
On-the-job Training	1	1	0	1	3	1	0	1	1	0	2
Operator-Equipment	1	6	3	0	0	2	2	2	3	1	3
Personal Development	2	7	7	1	12	0	6	1	10	1	1
Personal Service	1	0	0	0	2	1	3	1	2	1	1
Public Service	3	9	5	2	13	0	2	0	6	1	6
Reading & Writing (Basic)	3	5	0	1	3	2	3	1	6	0	1
Real Estate Sales	1	4	0	0	1	0	4	2	3	0	3
Recreation, Hospitality, Tourism	12	9	14	2	8	1	11	3	20	5	10
Recreational Vehicle Repair	2	1	0	0	0	0	0	0	1	0	0
Safety	0	3	1	2	2	0	1	1	0	1	1
Sales	6	10	5	2	9	0	10	4	13	7	1
Seminars	1	3	0	2	4	0	4	0	0	3	3
Service Skills	5	9	6	0	4	0	15	4	5	1	4
Sewing	4	0	1	0	2	0	1	0	2	3	4
Specific Skills	1	12	3	2	7	0	15	3	8	2	7
State Certification (Assessing, Building Inspection, Perc Testing, Etc.)	3	6	1	1	1	0	2	2	3	2	1
Supervisory Skills	3	5	1	2	5	0	7	2	11	4	1
Trades (Carpentry, Electrical, Plumbing)	16	37	21	9	21	2	19	17	14	15	6
Transportation	3	3	0	1	2	0	2	0	3	1	1
Woodworking	2	3	0	0	0	0	5	3	0	0	1
Miscellaneous	12	46	10	12	26	5	35	15	25	24	25

TABLE XLIII

CONTINUING EDUCATION PROGRAMS SUGGESTED BY BUSINESSES AND THE WITI LOCATION THAT COULD BEST SATISFY THOSE NEEDS

N=1852

Continuing Education Programs	WITI Locations				
	Ashland	New Richmond	Rice Lake	Superior	Other
Auto & Small Engine Servicing	12	13	14	5	20
Business, Finance & Accounting	9	20	35	15	77
Communication	4	12	8	8	23
Computer Skills	3	6	10	6	30
Conservation	3	0	1	1	10
Electronic Servicing	1	4	11	2	25
Farm Mechanic Skills	5	0	5	3	2
Farming	4	0	2	0	8
Health	18	22	25	9	23
Insurance Sales	1	0	2	0	3
Law Enforcement	2	2	2	1	3
Legal Knowledge	1	1	1	2	1
Machining	8	2	11	11	11
Management Skills	6	13	18	8	27
Marketing/Distribution	2	5	9	3	7
Mathematics (Advanced)	4	3	2	0	6
Mathematics (Basic)	4	5	6	4	12
Office (Clerical & Office Machines)	15	15	24	11	48
On-the-job Training	0	1	1	3	6
Operatives	3	2	3	0	15
Personal Development	8	11	8	10	11
Personal Service	1	4	2	2	3
Public Service	4	4	11	10	18
Reading & Writing (Basic)	4	5	7	3	6
Real Estate Sales	0	5	7	2	4
Recreation, Hospitality, Tourism	19	13	19	6	38
Recreational Vehicle Repair	2	1	1	0	0
Safety	3	0	5	3	3
Sales	9	12	13	12	21
Seminars	3	3	8	0	6
Service Skills	5	13	24	3	8
Sewing	2	0	4	3	8
Specific Skills	2	15	17	4	22
State Certification (Assessing, Building Inspection, Perc Testing, etc.)	2	1	7	1	11
Supervisory Skills	4	11	13	5	8
Trades (Carpentry, Electrical, Plumbing)	31	22	67	17	40
Transportation	2	4	2	2	6
Woodworking	1	4	7	0	2
Miscellaneous	13	19	38	13	148

Continuing education needs are provided by county in Table XLII, and in proximity to WITI campuses in Table XLIII.

When asked to identify the types of training WITI can offer to better prepare new employees, 1,335 employers listed a wide spectrum of classes. Among the types of training listed most frequently are Trades, Personal Development, Health, Office/Clerical Skills, Machining, Supervisory Skills, Communication and Hospitality/ Tourism/Recreation Skills. The types of training WITI can offer for new employees are listed in Table XLIV. The best WITI location, as indicated by employers, that can provide training for new employees can be found in Table XLV.

TABLE XLIV

TYPES OF TRAINING THAT WITI CAN OFFER
TO BETTER PREPARE NEW EMPLOYEES

N=1335

Types of Training	Number	Percent of N
Auto and Small Engine Servicing	33	2.5%
Business, Financing and Accounting	69	5.2%
Communication	43	3.2%
Computer Skills	8	0.6%
Conservation	6	0.4%
Electronic Servicing	7	0.5%
Farm Mechanic	7	0.5%
Farming	8	0.6%
Health	92	6.9%
Insurance Sales	4	0.3%
Law Enforcement	4	0.3%
Legal Training	2	0.1%
Machining	84	6.3%
Management (Administration)	26	1.9%
Marketing/Distribution	13	1.0%
Mathematics (Advanced)	8	0.6%
Mathematics (Basic)	16	1.2%
Office Training (Clerical, Office Machines)	79	5.9%
On-the-job Training	33	2.5%
Operator-Equipment	23	1.7%
Personal Development	85	6.4%
Personal Service	5	0.4%
Public Service	20	1.5%
Reading and Writing (Basic)	20	1.5%
Real Estate Sales	9	0.7%
Recreation, Hospitality, Tourism	58	4.3%
Recreational Vehicle Repair	3	0.2%
Safety	7	0.5%
Sales	41	3.1%
Seminars	6	0.4%
Service	32	2.4%
Sewing	7	0.5%
Specific Skills	61	4.6%
State Certification (Assessing, Building Inspection, Perc Testing, etc.)	3	0.2%
Supervisory	69	5.2%
Trade (Carpentry, Electrical, Plumbing)	122	9.1%
Transportation	17	1.3%
Woodworking	5	0.4%
Miscellaneous	200	15.0%

TABLE XLV

TYPES OF TRAINING THAT WITI CAN OFFER NEW EMPLOYEES AND THE WITI LOCATION THAT COULD BEST SATISFY THOSE NEEDS

N=1335

Programs	WITI Location				
	Ashland	New Richmond	Rice Lake	Superior	Other
Auto & Small Engine Servicing	5	1	7	4	16
Business, Finance & Accounting	2	6	20	12	29
Communication	9	9	9	7	9
Computer Skills	0	2	2	0	3
Conservation	3	0	0	1	2
Electronic Servicing	1	1	2	1	2
Farm Mechanic	3	1	0	1	2
Farming	2	0	0	0	6
Health	19	20	18	7	28
Insurance Sales	1	0	2	0	1
Law Enforcement	0	1	1	0	2
Legal	0	0	1	0	1
Machining	7	7	10	9	45
Management (Administration)	5	4	8	2	7
Marketing/Distribution	2	1	4	3	3
Mathematics (Advanced)	2	3	2	1	0
Mathematics (Basic)	0	1	7	3	5
Office Training (Clerical, Office Machines)	8	9	12	14	36
On-the-job training	3	11	9	2	8
Operator-equipment	3	1	5	1	13
Personal Development	10	19	13	14	29
Personal Service	0	2	2	1	0
Public Service	5	0	4	3	8
Reading & Writing (Basic)	1	1	7	2	9
Real Estate Sales	0	4	1	2	2
Recreation, Hospitality, Tourism	8	5	8	4	33
Recreational Vehicle Repair	0	1	2	0	0
Safety	0	0	2	2	3
Sales	6	7	6	12	10
Seminars	1	0	3	1	1
Service Skills	2	5	16	0	9
Sewing	2	0	0	1	4
Specific Skills	5	11	13	4	28
State Certification (Assessing, Building Inspection, Perc Testing, etc.)	1	0	1	1	3
Supervisory Skills	0	9	10	6	49
Trades (Carpentry, Electrical, Plumbing)	15	14	26	15	52
Transportation	2	4	3	1	6
Woodworking	3	0	1	0	7
Miscellaneous	12	12	40	15	119

TABLE XLVI

TECHNOLOGICAL ADVANCES ANTICIPATED, BY EMPLOYERS, WITHIN THE NEXT FEW YEARS

N=1022

Area of Technological Advance	Number	Percent of N
Auto and Small Engine Servicing	24	2.3%
Business, Finance & Accounting	18	1.8%
Communications	5	0.5%
Computer Science	236	23.1%
Conservation	6	0.6%
Electronic Servicing	43	4.2%
Farm Mechanic	5	0.5%
Farming	1	0.1%
Health	17	1.7%
Insurance Sales	1	0.1%
Legal	1	0.1%
Machining	11	1.1%
Management (Administration)	4	0.4%
Marketing/Distribution	2	0.2%
Mathematics (Advanced)	3	0.3%
Mathematics (Basic)	1	0.1%
Office Machines	12	1.2%
On-the-job Training	4	0.4%
Operator-equipment	10	1.0%
Personal Service	3	0.3%
Public Service	5	0.5%
Recreation, Hospitality, Tourism	7	0.7%
Recreational Vehicle Repair	1	0.1%
Safety	1	0.1%
Sales	5	0.5%
Service Skills	12	1.2%
Sewing	2	0.2%
Specific Skills	15	1.5%
State Certification (Assessing, Building Inspection, Perc Testing, etc.)	8	0.8%
Supervisory Skills	1	0.1%
Trades (Carpentry, Electrical, Plumbing)	85	8.3%
Transportation	2	0.2%
Woodworking	2	0.2%
Miscellaneous	22	2.2%
Not Sure	447	43.8%

Tables XLVI, XLVII, XLVIII and XLIX identify new technological advances anticipated by employers, if vocational/technical education would be a prerequisite for hiring employees and the location where such training can best take place. Employers expect most advances in the

computer sciences and trades area. The occupational areas these and other advances will impact are listed in Table XLVII. The next two tables show in what areas vocational/technical training is required and the best location employees can get that training. (Specific technological advances can be found, by county, in Appendix H.

TABLE XLVII

NEW TECHNOLOGICAL ADVANCE, BY BUSINESS, ANTICIPATED WITHIN THE NEXT FEW YEARS

N=1022

Areas of Advances	Business Area															
	Agriculture - Agri-business	Business Office	Communication and Media	Construction	Consumer and Homemaking	Ecology and Environment	Fine Arts and Humanities	Health	Manufacturing	Marine Science	Marketing and Distribution	Personal Service	Public Service	Recreation and Hospitality	Transportation	Other
Auto and Small Engine	4	5	0	0	0	0	0	0	0	0	4	0	3	1	7	0
Business and Accounting	0	3	1	0	0	0	0	1	3	0	1	0	3	3	0	2
Communications	0	1	2	1	0	0	0	0	0	0	0	0	1	0	0	0
Computer Science	20	61	11	4	0	0	0	22	12	0	26	7	47	13	7	6
Conservation	0	2	0	1	0	0	0	0	0	0	0	0	2	0	1	0
Electronics	2	7	5	5	0	0	0	0	3	0	4	3	5	3	6	0
Farm Mechanic Skills	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0
Farming	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Health	0	0	0	0	0	0	0	13	0	0	0	2	2	0	0	0
Insurance Sales	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Legal	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Machining	2	0	1	1	0	0	0	0	2	0	1	0	0	0	1	3
Management Skills (administration)	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Marketing and Distribution	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Mathematics (Advanced)	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics (Basic)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Office Machines	2	6	1	1	0	0	0	0	0	0	0	0	1	0	0	1
On-the-Job Training	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0
Operatives	2	0	1	2	0	0	0	0	3	0	0	1	1	0	0	0
Personal Service	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0
Public Service	0	0	0	0	0	0	0	0	0	0	1	0	4	0	0	0
Recreation, Hospitality, Tourism	0	1	0	0	0	0	0	0	1	0	2	0	0	2	0	1
Safety	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Sales	0	1	0	2	0	0	0	0	0	0	1	0	1	0	0	0
Service Skills	2	2	0	0	0	0	0	0	2	0	4	0	1	0	0	1
Sewing	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Specific Skills	2	2	1	2	0	0	0	0	1	0	4	1	2	0	0	0
State Certification (Assessing, Bldg. Inspection, Perc Testing)	0	0	0	2	0	0	0	0	0	0	0	0	6	0	0	0
Supervisory Skills	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Trades (Carpentry, Electrical, Plumbing)	6	3	6	28	0	0	0	2	8	0	7	3	5	6	4	7
Transportation	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Woodworking	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Miscellaneous	5	1	1	4	0	0	0	2	3	0	0	1	4	0	1	0
Not Sure	32	61	2	54	2	1	1	22	31	1	35	29	81	66	15	14

TABLE XLVIII

TECHNOLOGICAL ADVANCES REQUIRING VOCATIONAL/TECHNICAL TRAINING AS A PREREQUISITE FOR HIRING EMPLOYEES

N=1022

Areas of Technological Advances	Business Considers Vocational/ Technical Education?	
	Yes	No
Auto & Small Engine Servicing	7	17
Business, Finance & Accounting	5	12
Communications	3	2
Computer Science	115	118
Conservation	5	1
Electronics Servicing	22	21
Farm Mechanic Skills	2	3
Farming	0	1
Health	14	2
Insurance Sales	1	0
Legal	1	0
Machining	9	2
Management (Administration)	2	2
Marketing/Distribution	1	1
Mathematics (Advanced)	2	1
Mathematics (Basic)	0	1
Office Machines	6	5
On-the-job Training	1	3
Operator-equipment	6	4
Personal Service	3	0
Public Service	0	5
Recreation, Hospitality, Tourism	3	3
Recreational Vehicle Repair	0	1
Safety	1	0
Sales	4	1
Service Skills	10	1
Sewing	0	2
Specific Skills	8	7
State Certification, (Assessing, Building Inspection, Perc Testing, etc.)	5	3
Supervisory Skills	1	0
Trades (Carpentry, Electrical, Plumbing)	39	39
Transportation	1	1
Woodworking	0	2
Miscellaneous	18	4
Not Sure	103	335

TABLE XLIX

WITI LOCATIONS PREFERRED FOR TRAINING FOR TECHNOLOGICAL ADVANCES

N=648

Areas of Technological Advances	WITI Location				
	Ashland	New Richmond	Rice Lake	Superior	Other
Auto and Small Engine Servicing	2	4	6	3	0
Business & Accounting	3	4	17	1	3
Communications	0	1	3	0	0
Computer Science	26	45	62	21	20
Conservation	1	0	3	1	1
Electronic Servicing	4	4	13	5	5
Farm Mechanic Skills	0	3	1	0	0
Farming	0	0	0	0	0
Health	5	1	4	4	2
Insurance Sales	0	0	0	0	0
Legal	0	1	0	0	0
Machining	2	1	6	2	0
Management Skills (Administration)	0	0	1	1	0
Marketing & Distribution	0	0	0	1	0
Mathematics (Advanced)	0	1	1	1	0
Mathematics (Basic)	0	1	0	0	0
Office Machines	1	2	4	2	1
On-the-job Training	0	1	1	0	0
Operatives	1	2	2	1	1
Personal Service	0	1	1	1	0
Public Service	2	2	0	0	0
Recreation, Hospitality, Tourism	1	1	2	1	0
Recreational Vehicle Repair	0	1	0	0	0
Safety	0	0	1	0	0
Sales	1	1	2	0	1
Service Skills	0	5	7	0	0
Sewing	0	0	0	0	0
Specific Skills	1	6	5	0	3
State Certification (Assessing, Building Inspection, Perc Testing, etc.)	1	1	4	1	1
Supervisory Skills	0	0	0	1	0
Trades (Carpentry, Electrical, Plumbing, etc.)	16	14	29	8	7
Transportation	0	0	0	1	0
Woodworking	1	0	1	0	0
Miscellaneous	7	4	7	4	0
Not Sure	32	34	80	39	15

TABLE L

WAYS WITI CAN MAKE TRAINING PROGRAMS MORE MEANINGFUL

N=2564

Ways	Number	Percent of N
Providing business and industry with information upon request relating to instructional program content	476	18.6%
Having an Education Representative as a resource person	182	7.1%
Providing an Industry Representative as a resource person	194	7.6%
Enabling a representative from your company to serve on a WITI Occupational Advisory Committee	189	7.4%
Allowing selected students to take part in work experience programs	477	18.6%
Encouraging Vocational/Technical Instructors to work part-time in Business/Industry in order to remain current on technological skills and concerns of business	434	16.9%
Maintaining the current services that WITI has established	545	21.3%
Other	67	2.6%

The new types of equipment employers anticipate using the next few years are listed in Appendix I.

Table L shows the ways employers think WITI can make training programs more effective. Five hundred and forty-five (21.3%) wanted the current level of services maintained; while 477 (18.6%) suggested that selected students take part in work experience programs. Additionally, 476 (18.6%) employers suggested that WITI provide information on instructional programs upon request. Additional ways are listed in Table L and Appendix J. This information is presented by business area, full-time male and female employees and county in Tables LI, LII, LIII and LIV.

TABLE LI

WAYS WITI CAN MORE EFFECTIVELY AID EMPLOYERS, BY BUSINESS AREA

N=2464

Business Area	Ways							
	Provide Information	Educational Resource Person	Industry Resource Person	Company Rep. on Committee	Student Work Program	Instructors to Work in Field	Maintain Services	Other
Agriculture, Agri-Business Natural Resources	25	9	19	14	39	32	37	10
Business & Office	84	30	17	20	72	55	77	6
Communication & Media	10	4	7	7	16	13	13	2
Construction	56	11	22	12	65	65	54	4
Consumer & Homemaking Education	2	1	1	1	1	0	1	0
Ecology & Environment	0	0	0	0	1	1	1	0
Fine Arts & Humanities	1	0	1	0	1	2	2	0
Health	33	22	16	19	28	27	42	6
Manufacturing	39	15	23	17	22	33	31	11
Marine Science	1	0	0	0	0	1	1	1
Marketing & Distribution	43	14	15	19	50	44	63	3
Personal Services	32	14	14	17	26	20	27	2
Public Service	82	38	26	23	72	54	105	3
Recreation & Hospitality	33	12	16	20	47	52	43	4
Transportation	15	2	3	7	19	14	17	2
Other	7	4	6	3	5	3	10	2

TABLE LII

WAYS WITI CAN MORE EFFECTIVELY AID EMPLOYERS,
BY FULL-TIME MALE EMPLOYEES

N=2484

Number of Full-time Male Employees	Ways							
	Provide Information	Educational Resource Person	Industry Resource Person	Company Rep. on Committee	Student Work Program	Instructors to Work in Field	Maintain Present Services	Other
None	116	34	33	38	115	85	128	8
1-5	200	74	87	66	235	212	236	20
6-10	52	21	22	25	50	52	60	8
11-15	26	15	14	17	22	19	22	5
16-20	10	3	3	3	8	11	13	2
21-30	16	6	6	5	17	14	17	4
31-40	9	5	4	9	8	12	13	3
41-50	6	1	1	1	3	4	8	3
Over 50	29	15	17	16	11	18	30	3

TABLE LIII

WAYS WITI CAN MORE EFFECTIVELY AID EMPLOYERS,
BY FULL-TIME FEMALE EMPLOYEES

N=2489

Number of Full-time Female Employees	Ways							
	Provide Information	Educational Resource Person	Industry Resource Person	Company Rep. on Committee	Student Work Program	Instructors to Work in Field	Maintain Present Services	Other
None	149	33	57	33	170	153	165	12
1-5	218	81	81	80	218	189	239	23
6-10	24	15	15	17	26	27	37	10
11-15	11	6	4	8	13	12	9	4
16-20	14	7	8	9	9	15	17	2
21-30	13	7	4	7	9	11	12	1
31-40	6	4	5	6	6	5	12	1
41-50	8	3	2	4	5	2	5	0
Over 50	22	19	12	17	13	13	33	2

TABLE LIV

WAYS WITI CAN MORE EFFECTIVELY AID EMPLOYERS, BY COUNTY

N=2654

County	Ways							
	Provide Information	Educational Resource Person	Industry Resource Person	Company Rep. on Committee	Student Work Program	Instructors to Work in Field	Maintain Present Services	Other
Ashland	35	11	19	28	30	30	55	10
Barron	67	24	38	49	82	81	108	16
Bayfield	32	8	10	8	36	25	34	1
Burnett	21	8	4	4	23	17	25	2
Douglas	84	34	21	22	70	49	77	7
Iron	13	5	7	3	12	9	11	2
Polk	56	22	24	16	59	57	69	9
Rusk	33	14	11	14	30	28	17	2
St. Croix	70	30	26	21	67	68	80	8
Sawyer	32	11	13	10	32	27	31	8
Washburn	33	15	21	14	36	43	38	2

When asked if they employed individuals who received training from WITI, 1,016 (57.6%) of 1,763 said "no;" 747 (42.4%), however, said "Yes." Many of those who responded affirmatively are from Barron, Douglas, St. Croix, Polk and Ashland counties. As shown in Table LV, negative responses come from employers in the same counties. This information is presented by business area and full-time and part-time male and female employees in Tables LVI, LVII, LVIII, LIX and LX.

TABLE LV

EMPLOYERS WHO HIRED INDIVIDUALS WITH TRAINING FROM WITI, BY COUNTY

N=1763

County	Training From WITI?	
	Yes	No
Ashland	78	56
Barron	152	169
Bayfield	41	55
Burnett	15	76
Douglas	127	92
Iron	10	35
Polk	90	148
Rusk	38	70
St. Croix	109	148
Sawyer	37	83
Washburn	50	84

TABLE LVI

EMPLOYERS WHO HIRED INDIVIDUALS WITH TRAINING FROM WITI, BY BUSINESS AREA

N=1724

Business Area	Training From WITI? Yes	No
Agriculture, Agri-Business Natural Resources	55	77
Business and Office	123	143
Communication & Media	16	15
Construction	93	120
Consumer & Homemaking Education	2	3
Ecology and Environment	1	1
Fine Arts & Humanities	0	4
Health	63	41
Manufacturing	73	48
Marine Science	0	1
Marketing & Distribution	60	131
Personal Services	37	65
Public Services	116	167
Recreation & Hospitality	53	119
Transportation	29	46
Other	10	12

TABLE LVII

EMPLOYERS WHO HIRED FULL-TIME FEMALE EMPLOYEES
WITH TRAINING FROM WITI

N=1731

Number of Full-time Female Employees	Training From WITI?	
	Yes	No
None	194	476
1-5	351	436
6-10	51	33
11-15	24	8
16-20	24	8
21-30	18	6
31-40	22	4
41-50	9	3
Over 50	46	8

TABLE LVIII

EMPLOYERS WHO HIRED FULL-TIME MALE EMPLOYEES
WITH TRAINING FROM WITI

N= 1738

Number of Full-time Male Employees	Training From WITI?	
	Yes	No
None	121	324
1-5	317	549
6-10	113	56
11-15	53	19
16-20	28	13
21-30	33	10
31-40	14	7
41-50	12	3
Over 50	47	9

TABLE LIX

EMPLOYERS WHO HIRED PART-TIME FEMALE EMPLOYEES
WITH TRAINING FROM WITI

N=1726

Number of Part-time Female Employees	Training From WITI?	
	Yes	No
None	290	471
1-5	338	472
6-10	47	35
11-15	19	6
16-20	9	4
21-30	7	3
31-40	8	0
41-50	6	0
Over 50	10	1

TABLE LX

EMPLOYERS WHO HIRED PART-TIME MALE EMPLOYEES
WITH TRAINING FROM WITI

N=1714

Number of Part-time Male Employees	Training From WITI?	
	Yes	No
None	371	552
1-5	301	398
6-10	32	24
11-15	14	5
16-20	7	3
21-30	2	1
31-40	1	0
41-50	1	0
Over 50	2	0

TABLE LXI

EMPLOYERS' OPINION ON HOW WELL WITI IS PREPARING STUDENTS FOR EMPLOYMENT

N=1006

How Well Students Are Prepared	Number	Percent of N
Excellent, because the student is capable of maximum productivity with minimum on-the-job training	126	12.5%
Above Average, because the student requires some specialized training from the employer in certain aspects of the job	427	42.4%
Average, because the student is generally capable of doing the job	332	33.0%
Below Average, because training is needed since subject matter learned at the institutes is not adequate	52	5.2%
Poor, because much must be learned on-the-job that is not taught at the institutes	69	6.9%

Employers were asked to rate how well WITI is preparing students for employment. Of the 1,006 employers who responded, 126 (12.5%) said "Excellent," 427 (42.4%) "Above Average," 332 (33.0%) "Average," 52 (5.2%) "Below Average" and 69 (6.9%) "Poor." This information is presented in Table LXI; with the rating by employers for each of the eleven counties presented in Table LXII. The least positive responses were from employers in Polk County.

TABLE LXII

EMPLOYERS' OPINION OF HOW WELL WITI IS PREPARING STUDENTS FOR EMPLOYMENT, BY COUNTY

N=1006

County	How Well Students Are Prepared				
	Excellent	Above Average	Average	Below Average	Poor
Ashland	11	42	27	2	2
Barron	22	91	62	10	13
Bayfield	10	28	15	2	5
Burnett	3	11	17	0	0
Douglas	33	64	40	7	6
Iron	1	11	7	0	0
Polk	15	32	53	6	20
Rusk	6	23	16	5	6
St. Croix	12	75	47	9	8
Sawyer	6	21	25	4	3
Washburn	7	29	23	7	6

In Table LXIII, the rating by employers on how well WITI is preparing students for employment shows that of the 676 employers whose employees were trained by WITI, 595 rated the training "Average" or better. Even 268 of the 305 employers who do not employ individuals with training from WITI rated the training "Average" or better. Tables LXIV, LXV, LXVI and LXVII provide this information by full-time and part-time male and female employees; while Table LXVIII reports the information by business area.

TABLE LXIII

RATING BY EMPLOYERS ON HOW WELL WITI IS PREPARING THEIR EMPLOYEES

N=981

Training from WITI?	How Well Students Are Prepared				
	Excellent	Above Average	Average	Below Average	Poor
Yes	72	283	240	41	40
No	44	136	88	11	26

TABLE LXIV

RATING BY EMPLOYERS ON HOW WELL WITI IS PREPARING THEIR FULL-TIME MALE EMPLOYEES

N=987

Full-time Male Employees	How Well Students Are Prepared				
	Excellent	Above Average	Average	Below Average	Poor
None	37	95	66	9	15
1-5	53	190	144	25	41
6-10	13	52	46	5	4
11-15	4	19	21	8	2
16-20	3	8	16	2	1
21-30	4	18	11	1	2
31-40	4	8	3	0	1
41-50	0	5	5	0	1
Over 50	5	23	15	2	0

TABLE LXV

RATING BY EMPLOYERS ON HOW WELL WITI IS PREPARING THEIR FULL-TIME FEMALE EMPLOYEES

N=989

Full-time Female Employees	How Well Students Are Prepared				
	Excellent	Above Average	Average	Below Average	Poor
None	51	122	109	18	24
1-5	49	198	157	26	37
6-10	9	21	14	3	4
11-15	0	12	6	2	1
16-20	4	12	9	2	0
21-30	2	11	6	0	0
31-40	3	12	6	1	1
41-50	1	8	2	0	0
Over 50	4	24	17	0	1

TABLE LXVI

RATING BY EMPLOYERS ON HOW WELL WITI IS PREPARING THEIR PART-TIME MALE EMPLOYEES

N=981

Full-time Male Employees	How Well Students Are Prepared				
	Excellent	Above Average	Average	Below Average	Poor
None	55	195	185	33	43
1-5	57	186	123	17	22
6-10	4	21	8	0	2
11-15	6	8	3	0	0
16-20	0	2	4	1	0
21-30	0	1	1	0	0
31-40	1	0	0	0	0
41-50	0	0	1	0	0
Over 50	0	2	0	0	0

TABLE LXVII

RATING BY EMPLOYERS ON HOW WELL WITI IS PREPARING THEIR PART-TIME FEMALE EMPLOYEES

N=988

Part-time Female Employees	How Well Students Are Prepared				
	Excellent	Above Average	Average	Below Average	Poor
None	41	157	157	30	34
1-5	61	201	141	19	28
6-10	8	27	16	1	3
11-15	10	7	4	0	0
16-20	1	8	2	0	0
21-30	0	5	1	1	0
31-40	2	3	2	0	1
41-50	0	3	3	0	0
Over 50	0	7	4	0	0

TABLE LXVIII

RATING, BY BUSINESS AREA, ON HOW WELL WITI IS PREPARING THEIR EMPLOYEES

N=982

Business Area	How Well Students Are Prepared				
	Excellent	Above Average	Average	Below Average	Poor
Agriculture, Agri-Business Natural Resources	11	31	25	4	10
Business and Office	18	63	50	10	10
Communication & Media	2	6	9	2	1
Construction	10	44	47	9	8
Consumer & Homemaking Education	0	2	0	1	0
Ecology and Environment	0	1	1	0	0
Fine Arts & Humanities	0	0	1	0	0
Health	12	36	19	0	1
Manufacturing	3	20	35	4	7
Marine Science	0	0	0	0	0
Marketing & Distribution	12	44	32	1	5
Personal Services	5	26	20	2	3
Public Services	28	85	48	2	5
Recreation & Hospitality	12	38	22	7	10
Transportation	6	14	14	8	3
Other	2	7	4	1	3

Table LXIX reports the ways suggested by employers of how WITI can improve its role in preparing students for employment. According to the data, 544 (33.9%) suggested short-term programs, 462 (28.8%) more offerings at outreach locations, 411 (25.6%) wanted WITI to increase publicity and 186 (11.6%) employers felt that an increase in the length of training would better prepare students for employment.

TABLE LXIX

WAYS SUGGESTED BY EMPLOYERS BY WHICH WITI CAN BETTER PREPARE STUDENTS FOR EMPLOYMENT

N=1603

Ways	Number	Percent of N
Provide more short-term program offerings	544	33.9%
Provide more program offerings at outreach locations	462	28.8%
Increase length of training	186	11.6%
Increase publicity concerning program offerings	411	25.6%

This information is presented by county in Table LXX.

TABLE LXX

WAYS SUGGESTED BY EMPLOYERS OF THE ELEVEN COUNTIES ON HOW WITI CAN BETTER PREPARE STUDENTS

N=1603

County	Short-Term Offerings	Program Offerings at Outreach Locations	Increase Length of Training	Increase Publicity
Ashland	56	34	22	30
Barron	113	70	53	67
Bayfield	37	23	5	23
Burnett	16	24	3	13
Douglas	77	42	23	57
Iron	12	17	3	12
Polk	63	76	20	43
Rusk	26	31	6	28
St. Croix	76	58	29	61
Sawyer	28	41	10	36
Washburn	49	46	12	41

The WITI location that can best provide the training suggested by employers to better prepare students can be found in Table LXXI. WITI-Rice Lake was indicated most often followed by WiTI-New Richmond, WITI-Ashland and WITI-Superior.

TABLE LXXI

WAYS WITI CAN IMPROVE ITS ROLE IN PREPARING STUDENTS FOR EMPLOYMENT AND THE WITI LOCATION THAT COULD BEST PROVIDE THAT TRAINING

N=1118

Ways	WITI Location				
	Ashland	New Richmond	Rice Lake	Superior	Other
Short-term Offerings	72	82	167	61	29
Program Offerings at Outrearch Locations	43	71	126	40	40
Increase Length of Training	19	23	53	17	10
Increase Publicity	50	55	97	40	23

TABLE LXXII

SUGGESTED WAYS WITI CAN IMPROVE ITS ROLE IN PREPARING STUDENTS FOR EMPLOYMENT, BY BUSINESS AREA

N=1118

Business Area	Ways			
	Short-term Offerings	Program Offerings at Out-Reach Locations	Increase Length of Training	Increase Publicity
Agriculture, Agri-Business, Natural Resources	49	32	15	32
Business & Office	81	63	25	61
Communication & Media	12	8	4	6
Construction	64	42	13	40
Consumer & Homemaking Education	1	1	1	0
Ecology & Environment	0	1	1	0
Fine Arts & Humanities	0	3	1	1
Health	32	45	12	32
Manufacturing	33	36	17	32
Marine Science	1	1	1	0
Marketing and Distribution	62	39	8	44
Personal Services	25	17	10	23
Public Services	97	92	23	70
Recreation & Hospitality	50	50	19	39
Transportation	10	13	15	11
Other	9	3	2	6

Table LXXII shows the business area for the training suggested.

TABLE LXXIII

REASONS WHY EMPLOYERS CONTACT WITI

N=2119

Reason	Number	Percent of N
None	664	31.3%
Position with company needs filling	573	27.0%
To supply feedback about programs	190	9.0%
Joint training efforts	352	16.6%
To obtain technical assistance	275	13.0%
Other	65	3.1%

Five hundred and seventy-three (27.0%) employers report that they contact WITI when they need job openings filled, 352 (16.6%) for joint training efforts and 275 (13.0%) to obtain technical assistance. One hundred and ninety (9.0%) report that they do so to supply feedback about programs. This information is presented in Table LXXIII, and by county and business area in Table LXXIV and Table LXXV.

TABLE LXXIV

REASONS WHY BUSINESSES, BY COUNTY, CONTACT WITI

N=2119

County	Reasons for Contacting WITI					
	None	Position Needs Filling	Feedback on Programs	Joint Training	Technical Assistance	Other
Ashland	51	61	20	35	27	8
Barron	131	114	37	68	55	14
Bayfield	26	37	7	18	17	3
Burnett	40	17	7	16	11	4
Douglas	68	90	21	46	37	8
Iron	15	7	6	10	6	3
Polk	97	73	27	43	30	9
Rusk	36	31	12	19	11	1
St. Croix	93	82	28	48	42	7
Sawyer	53	27	13	25	18	7
Washburn	54	34	12	24	21	1

TABLE LXXV

REASONS WHY BUSINESSES, BY AREA, CONTACT WITI

N=1990

Business Area	Reasons for Contacting WITI					
	None	Position Needs Filling	Feedback on Programs	Joint Training	Technical Assistance	Other
Agriculture, Agri-Business, Natural Resources	52	44	12	19	21	1
Business and Office	91	100	24	41	25	6
Communication & Media	7	18	5	7	2	2
Construction	83	46	16	40	26	11
Consumer & Homemaking Education	1	1	1	1	1	0
Ecology & Environment	2	1	0	0	0	0
Fine Arts & Humanities	4	5	0	1	2	1
Health	20	53	18	36	18	6
Manufacturing	39	52	15	28	18	4
Marine Science	2	0	1	1	1	1
Marketing & Distribution	69	52	14	30	29	3
Personal Services	34	29	11	19	16	1
Public Service	96	51	40	69	61	11
Recreation & Hospitality	93	45	21	28	23	6
Transportation	26	21	5	12	11	1
Other	5	2	4	8	7	4

TABLE LXXVI

INDICATION, BY EMPLOYERS, IF WITI IS MEETING NEEDS OF COMMUNITY

N=1665

Response	Number	Percent of N
Yes	728	43.7%
No	119	7.1%
Have No Way of Knowing	818	49.1%

Employers were asked if they thought WITI was meeting the needs of the community. As shown in Table LXXVI, 728 (43.7%) out of 1,665 employed said "yes;" while 119 (7.1%) indicated "no." Eight hundred and eighteen employers, however, report that they were not in a position to offer any comments - positive or negative. The reasons for employers' responses are presented in Appendix K and Appendix L.

Employers were asked to suggest additional services that WITI should be offering residents in the Indianhead VTAE District. Suggestions given are listed, by county, in Appendix M.

General comments made by employers on the survey and other topics are listed in Appendix N.

CHAPTER III

SUMMARY, FINDINGS AND CONCLUSIONS

Summary

This study was undertaken to find out directly from employers what their needs are, and would be for trained personnel in the immediate future. Also, employers were asked what they thought of the quality and quantity of skills of their employees who received vocational education training. The Employer Needs Survey was carried out to obtain answers to these and other questions from the employers in the Indianhead Vocational, Technical and Adult Education District. Specifically, the objectives of the study were to:

1. Determine the employment profile of employers
2. Determine vocational education training levels required by employers
3. Ascertain employers' role in training employees
4. Determine the perceptions that employers have of the Indianhead VTAE District

In order to accomplish these objectives all 6,999 employers in the District received questionnaires; with 2,251 (32.2%) completing and returning theirs.

Findings

The results of the survey have been arranged, and are presented, according to the four objectives to which they relate. The objectives and results are as follows:

1. Determine the employment profile of employers

The businesses in the District responding to the survey were primarily in public service (17.0%), business and office occupations

(15.0%), construction (11.5%), recreation and hospitality (10.8%), marketing and distribution (10.3%), agriculture-related operations (7.9%), manufacturing (7.0%) and health (5.7%).

Eleven hundred and seventy-three employers report hiring full-time female employees as did 1,423 for males. Additionally, 1,090 and 892 employers report hiring part-time female and male employees respectively. Employers report hiring more seasonal male workers (700) to 460 female workers.

Employers were asked if they anticipated any changes in the number of their male and female employees. Fifty-six employers anticipated a reduction of male employees as do 51 for female employees. On the other hand, 247 employers expect to hire additional male employees as do 207 who wanted to increase the number of female employees.

One hundred and seventy-four (9.0%) employers plan to expand their businesses this year, 3.2% next year, 4.4% the next two years, 3.0% the next five years and 0.9% during the next 10 years.

Several jobs were listed by employers that they expect to fill. The types of jobs listed most frequently are: salespersons, production workers, machine operators, nursing assistants, sewing machine operators, cooks/restaurant employees, secretaries/office workers and laborers.

2. Determine vocational education training levels required by employers

When employers were asked if they considered vocational/technical training as a prerequisite for hiring some employees, 635 out of the 1,928 responding indicated they did. The areas mentioned most often as requiring vocational training are: business and office, public

service, construction, agricultural-related businesses, health, manufacturing, marketing and distribution and personal services.

When asked the level of vocational/technical training required as a prerequisite for employment, 24.1% indicated high school vocational programs, 23.4% required 1-year vocational programs, 23.2% required apprenticeship programs and 19.2% required 2-year vocational programs.

Continuing education programs that employers feel WITI should be offering to upgrade their employees' skills include carpentry, electrical, plumbery, auto/small engine servicing, office skills, recreation/tourism/hospitality and business, finance and accounting.

Employers expect most technological advances to take place in the computer sciences and trades areas.

Employers expect WITI to take steps to make training more meaningful to students ways suggested by employers include: encouraging employers to work part-time in businesses to remain current on technological skills, providing information to businesses on services that are offered and allowing selected students to take part in work experience.

3. Ascertain employers' role in training employees

Many employers participate in some kind of employee training including on-the-job training, supervisory training and high school cooperative programs. Employers indicated that they would like WITI to be involved in these training programs. Locations that employers want training to take place are: WITI-Rice Lake (38.1%), WITI-New Richmond (23.1%), WITI-Ashland (15.9%) and WITI-Superior (15.3%).

Other locations are indicated by 7.6% of the employers responding.

Employers assist their employees to enroll in training programs in various ways including release time (28.2%), tuition reimbursement (27.1%), company-sponsored courses (11.2%) and shared-cost (6.0%).

4. Determine the perceptions that employers have of the Indianhead VTAE District

The perceptions that employers have of WITI are reflected in their view of how well WITI is preparing students. Of the 1,006 responding, 12.5% said "Excellent," 42.4% said "Above Average," 33.0% said "Average," 5.2% said "Below Average" and 6.9% said "Poor."

When asked how WITI can improve its role in preparing students, 33.9% suggested short-term programs, 28.8% wanted more offerings at outreach locations, 25.6% thought WITI should increase publicity and 11.6% thought that an increase in the length of training would better prepare students for employment.

When asked directly if WITI was meeting the needs of the community, 43.7% responded "yes," 7.1% responded "no" and 49.1% said that they had no way of knowing.

Conclusion

The findings clearly show that WITI should offer more courses/programs in more locations. Even the services that the District is now offering, go unnoticed by a sizable portion of employers. It is therefore necessary to increase and refine the public relations aspects of the District so that all residents can be aware of the courses, programs and services the VTAE District has to offer.

The District should diligently pursue all avenues to persuade a larger percentage of employers to allow us to be more active in training their employees, both at the job site and at any WITI location.

Businesses are undergoing tremendous changes. WITI should therefore be aware of technological innovations in all areas and be able to respond with technical assistance and competently trained employees to employers.

From the data and the comments in the appendices, employers, by and large, are loud in their praise for WITI. We should not, however, sit on our laurels. We need to rededicate ouselves to providing trained personnel with vocational/technical skills to the employers in the 11-county area.

APPENDIX A

QUESTIONNAIRE

WITI WISCONSIN INDIANHEAD TECHNICAL INSTITUTE

WISCONSIN INDIANHEAD VTAE DISTRICT OFFICE, Shell Lake, Wis. 54871

Daniel J. Wagner, District Director Tel. 715/468-2815

Ref. No.: 80-249

January 25, 1980

Employers in the Indianhead Vocational District:

Please help us! We need your answers to the questions on this survey. The opinions you express will help us to provide better training opportunities for your present and/or potential employees.

As you are aware, the Wisconsin Indianhead Vocational, Technical and Adult Education District is made up of 11 counties in Northwest Wisconsin, and has campuses at Ashland, New Richmond, Rice Lake and Superior. These campuses, referred to as Wisconsin Indianhead Technical Institutes (WITI), have graduates in short-term (less than one year), one-year and two-year programs. In addition, adult education classes are offered at the four WITI campuses as well as at outreach centers throughout the District. These classes provide residents with skill improvement opportunities.

We hope that someone who has close contact with your employees can complete and return the questionnaire as soon as possible in the enclosed, self-addressed, stamped envelope. Also, please be assured that you and your company will in no way be identified, and can thus feel free to respond completely and accurately. Please remember that the information is requested to better meet your company's needs and to find out from other businesses in the district how they view the Wisconsin Indianhead Vocational, Technical and Adult Education District's role in preparing their employees.

If you have additional comments to make, please do not hesitate to call (715) 468-2815. Results of the survey will be published in your local newspaper in the summer of 1980.

Thank you for taking the time to respond.

Sincerely,

Daniel J. Wagner

Daniel J. Wagner
District Director

DJW:mt:cj

WISCONSIN
Indianhead District
VOCATIONAL, TECHNICAL AND ADULT EDUCATION

DISTRICT NEEDS SURVEY
(Employer)

****
SECTION I: EMPLOYER PROFILE
****

1. Please check the area that best describes the principal function of your place of business.

_____1.1 *Agriculture, agri-business, natural resources.*
_____1.2 *Business and office.*
_____1.3 *Communication and media.*
_____1.4 *Construction.*
_____1.5 *Consumer and homemaking education.*
_____1.6 *Ecology and environment.*
_____1.7 *Fine arts and humanities.*
_____1.8 *Health.*
_____1.9 *Manufacturing.*
_____1.10 *Marine science.*
_____1.11 *Marketing and distribution.*
_____1.12 *Personal services.*
_____1.13 *Public service.*
_____1.14 *Recreation and hospitality.*
_____1.15 *Transportation.*
_____1.16 *Other. (Please specify)*_____

2. How many full-time (35 hours or more) female employees do you have? (Check one)

_____2.1 *None*
_____2.2 *1-5*
_____2.3 *6-10*
_____2.4 *11-15*
_____2.5 *16-20*
_____2.6 *21-30*
_____2.7 *31-40*
_____2.8 *41-50*
_____2.9 *Over 50*

3. How many full-time (35 hours or more) male employees do you have? (Check one)

_____3.1 *None*
_____3.2 *1-5*
_____3.3 *6-10*
_____3.4 *11-15*
_____3.5 *16-20*
_____3.6 *21-30*
_____3.7 *31-40*
_____3.8 *41-50*
_____3.9 *Over 50*

4. How many part-time (less than 35 hours) female employees do you have? (Check one)

_____4.1 *None*
_____4.2 *1-5*
_____4.3 *6-10*
_____4.4 *11-15*
_____4.5 *16-20*
_____4.6 *21-30*
_____4.7 *31-40*
_____4.8 *41-50*
_____4.9 *Over 50*

5. How many part-time (less than 35 hours) male employees do you have? (Check one)

_____5.1 *None*
_____5.2 *1-5*
_____5.3 *6-10*
_____5.4 *11-15*
_____5.5 *16-20*
_____5.6 *21-30*
_____5.7 *31-40*
_____5.8 *41-50*
_____5.9 *Over 50*

6. How many seasonal (part-time and full-time) female employees do you have? (Check one)

_____6.1 *None*
_____6.2 *1-5*
_____6.3 *6-10*
_____6.4 *11-15*
_____6.5 *16-20*
_____6.6 *21-30*
_____6.7 *31-40*
_____6.8 *41-50*
_____6.9 *Over 50*

7. How many seasonal (part-time and full-time) male employees do you have? (Check one)

_____7.1 *None*
_____7.2 *1-5*
_____7.3 *6-10*
_____7.4 *11-15*
_____7.5 *16-20*
_____7.6 *21-30*
_____7.7 *31-40*
_____7.8 *41-50*
_____7.9 *Over 50*

8. What change do you anticipate in the number of female employees you now employ? (Check one) If a change is predicted, please estimate the number it will involve.

	Change	*Number*
_____8.1	*A reduction by*	_____
_____8.2	*No change*	
_____8.3	*An increase of*	_____

9. What change do you anticipate in the number of male employees you now employ? (Check one) If a change is predicted, please estimate the number it will involve.

	Change	*Number*
_____9.1	*A reduction by*	_____
_____9.2	*No change*	
_____9.3	*An increase of*	_____

10. If you are planning to expand your company, when will it be? (Check one)

_____10.1 No expansion planned. (Go to Question 12)
_____10.2 This year.
_____10.3 Next year.
_____10.4 Next 2 years.
_____10.5 Next 5 years.
_____10.6 Next 10 years.

11. If you are planning to expand your company, please list the job titles of individuals you expect to hire. (Also, please indicate the number of each.)

Title	Number
11.1 _____	11.2 _____
11.3 _____	11.4 _____
11.5 _____	11.6 _____

****
SECTION II: EMPLOYEE TRAINING
****

12. Do you consider vocational/technical training as a prerequisite for hiring some of your employees? (Check one)

_____12.1 Yes
_____12.2 No (Go to Question 15)

13. What level(s) of vocational/technical training do you generally use as a prerequisite for hiring employees? (Check all that apply)

_____13.1 High School Vocational Programs.
_____13.2 Less than one year programs.
_____13.3 One year Vocational programs.
_____13.4 Two year Vocational programs.
_____13.5 Apprenticeship programs.

14. What type(s) of training program(s) does your company participate in? (Check all that apply)

_____14.1 None (Go to Question 15)
_____14.2 High School Cooperative Programs.
_____14.3 Supervisory Training.
_____14.4 Specific Skill Training.
_____14.5 On-the-job Training.
_____14.6 Other? (Specify)_____

15. How many employees are involved in the following: (Check all that apply)

_____15.1 High School Cooperative Programs.
_____15.2 Supervisory Training.
_____15.3 Specific Skill Training.
_____15.4 On-the-job Training.
_____15.5 Other? (Specify)_____

16. The training program(s) mentioned in Question #15 is held most often: (Check one)

_____16.1 On the job site.
_____16.2 Off the job site.

17. Are you interested in offering to your employees any of the following training programs in cooperation with WITI? (Check all that apply)

_____17.1 No (Go to Question 19)
_____17.2 Apprenticeship.
_____17.3 Supervisory Training.
_____17.4 Technician Training.
_____17.5 On-the-job Training.
_____17.6 Other? (Specify)_____

18. Which WITI location(s) could best provide your training? (Check all that apply)

_____18.1 WITI-Ashland?
_____18.2 WITI-New Richmond?
_____18.3 WITI-Rice Lake?
_____18.4 WITI-Superior?
_____18.5 Other community locations? (Specify)_____

19. If your employees enroll in training courses, does your company help them by: (Check all that apply)

_____19.1 Offering a tuition reimbursement policy?
_____19.2 Providing a release time from work to attend Educational Centers away from the job site?
_____19.3 Sharing release time between company and employee?
_____19.4 Providing internal courses on company time?
_____19.5 Expecting employees to be involved in training after work hours and at own expense?
_____19.6 Other? (Specify)_____

20. What good work habits do you look for in an employee? (Please list)

20.1 _____
20.2 _____
20.3 _____
20.4 _____

21. What is your company's attitude towards the hiring of handicapped individuals, provided their handicap does not interfere with an acceptable level of performance? (Check one)

_____21.1 Actively looking for handicapped individuals to employ.
_____21.2 Would hire a handicapped person before an able-bodied person, if qualifications were the same.
_____21.3 A handicapped person and an able-bodied person would receive equal consideration, if qualifications were the same.
_____21.4 Would not hire a handicapped person if an able-bodied person were available.
_____21.5 It has not been discussed or considered.
_____21.6 Will do what is required by law.

22. What continuing education program(s) can WITI offer that would assist in upgrading the skills of your employees? (Please list)

22.1 _____

22.2 _____

22.3 _____

22.4 _____

23. What type of training can WITI offer to prepare new employees for better job performance? (Please list)

23.1 _____

23.2 _____

23.3 _____

23.4 _____

24. What new technolcgical advances do you anticipate in your business within the next few years which will require special training? (Please list)

24.1 _____

24.2 _____

24.3 _____

25. What new types of equipment do you anticipate using in the next few years? (Please list)

25.1 _____

25.2 _____

25.3 _____

25.4 _____

26. In your opinion, WITI can more effectively aid business and industry in more meaningful training programs by: (Check all that apply)

_____26.1 *Providing business and industry with information upon request relating to instructional program content.*
_____26.2 *Having an Education Representative as a resource person.*
_____26.3 *Providing an Industry Representative as a resource person.*
_____26.4 *Enabling a representative from your company to serve on a WITI occupational advisory committee.*
_____26.5 *Allowing selected students to take part in work experience programs.*
_____26.6 *Encouraging vocational/technical instructors to work part-time in business/industry in order to remain current on technological skills and concerns of business.*
_____26.7 *Maintaining the current services that WITI has established.*
_____26.8 *Other? (Specify)* _____

****
SECTION III: PERCEPTION OF VOCATIONAL TRAINING
****

27. Have you employed persons who have received training from WITI? (Check one)

_____27.1 *Yes*
_____27.2 *No*

28. In your opinion, how well is WITI preparing students for employment? (Check one)

_____28.1 *Excellent, because the student is capable of maximum productivity with minimum on-the-job training.*
_____28.2 *Above average, because the student requires some specialized training from the employer in certain aspects of the job.*
_____28.3 *Average, because the student is generally capable of doing the job.*
_____28.4 *Below average, because training is needed since subject matter learned at the Institutes is not adequate.*
_____28.5 *Poor, because much must be learned on the job that is not taught at the Institutes.*

29. How can WITI realistically improve its role in preparing students for employment? (Check all that apply)

_____29.1 *Provide more short-term program offerings.*
_____29.2 *Provide more program offerings at outreach locations.*
_____29.3 *Increase length of training.*
_____29.4 *Increase publicity concerning program offerings.*

30. What reason(s) might you have for contacting WITI: (Check all that apply)

_____30.1 *None*
_____30.2 *Position with company needs filling.*
_____30.3 *To supply feedback about programs.*
_____30.4 *Joint training efforts.*
_____30.5 *To obtain technical assistance.*
_____30.6 *Other? (Specify)* _____

31. Do you feel the vocational district is meeting the needs of the community? (Check one) Please give reasons for your response.

_____31.1 *Yes* _____

_____31.2 *No* _____

_____31.3 *Have no way of knowing.*

32. What additional services should WITI be offering to residents in the Indianhead District?

_____

_____

_____

_____

33. If you have additional comments relating to Vocational Education, please make them in the space provided._____

_____

_____

_____

_____

Thank you for taking your time to respond to this survey. Please return the completed survey in the enclosed, stamped, self-addressed envelope to:

Wisconsin Indianhead District Office
P.O. Box B
Shell Lake, WI 54871

APPENDIX B

NUMBER OF QUESTIONNAIRES MAILED,
BY TOWN AND COUNTY

ASHLAND

Ashland	399
Butternut	29
Clam Lake	3
Gordon	30
LaPointe	19
Marengo	9
Mellen	50
Odanah	1
Park Falls	0

BARRON

Almena	27
Barron	182
Barronett	7
Brill	9
Cameron	64
Canton	3
Chetek	142
Comstock	12
Cumberland	142
Dallas	23
Haugen	13
Hillsdale	6
Mikana	3
New Auburn	4
Poskin	7
Prairie Farm	22
Rice Lake	471
Ridgeland	6
Turtle Lake	75

BAYFIELD

Bayfield	73
Benoit	2
Cable	73
Cornucopia	3
Drummond	14
Grandview	10
Herbster	7
Iron River	59
Mason	21
Port Wing	11
Washburn	87

BURNETT

Danbury	40
Grantsburg	100
Hertel	9
Siren	100
Webb Lake	12
Webster	100

DOUGLAS

Bennett	6
Brule	18
Dairyland	6
Foxboro	6
Hawthorne	4
Lake Nebagamon	35
Maple	15
Poplar	28
Solon Springs	62
South Range	9
Superior	815
Wascott	5
Wentworth	26

IRON

Gile	3
Glidden	39
Hurley	133
Iron Belt	5
Montreal	6
Pence	4
Saxon	2
Upson	4

POLK

Amery	156
Balsam Lake	51
Centuria	51
Clam Falls	4
Clayton	37
Clear Lake	73
Cushing	14
Deronda	8
Dresser	37
Frederic	103
High Bridge	4
Lewis	10
Luck	84
Milltown	38
Osceola	98
St. Croix Falls	111

RUSK

Bruce	79
Conrath	13
Glen Flora	11
Hawkins	18
Ingram	4
Ladysmith	209
Sheldon	32
Tony	14
Weyerhaeuser	27

ST. CROIX

Couderay	22
Edgewater	3
Exeland	22
Hayward	443
Loretta	5
Ojibwa	13
Radisson	18
Winter	52

WASHBURN

Bashaw	0
Beaver Brook	0
Birchwood	61
Earl	2
Minong	55
Sarona	26
Shell Lake	99
Spooner	207
Springbrook	15
Stone Lake	42
Trego	29

APPENDIX C

TRAINING PROGRAMS FOR EMPLOYEES, BY COUNTY,
IN WHICH COMPANIES PARTICIPATE

ASHLAND

Road work
Externs

BARRON

Apprenticeship
State workshop
Seminars
College Co-op Program
Advisory Committee
Apprenticeship programs

BURNETT

Managers - B.S. Degree or 15 years experience or both
CETA

DOUGLAS

Apprenticeship
Cosmetology
CETA
Design school seminars

IRON

Workshops - Inservice
Sessions sponsored by Supply Co.

POLK

Inservice - Continuing Education
Jobber shows
Apprenticeship
Police
Water, Sewer, Police
WSTA block program
Sewer-water management

RUSK

Correspondence
Clerk seminars
Feed nutrition
CEP, WIN

ST. CROIX

Company training
Internship
Post college
Four or six weeks course

ST. CROIX Cont.

American real estate schools
G.M.

SAWYER

Seminars
Full-time post high school
Nurse aide

WASHBURN

CETA
Seminars and Institutes that fulfill continuing education regulation requirements

APPENDIX D

TRAINING PROGRAMS, BY COUNTY, IN WHICH EMPLOYEES PARTICIPATE

ASHLAND

Clerical

BARRON

Wine tasters
Plumbing apprenticeship
Home
Co-op
Market manager
CETA
Clerk training, VTAE Rice Lake
Advisory Committee

BAYFIELD

College - General
Safety

BURNETT

CETA
Local Government

DOUGLAS

Apprenticeship
Ongoing insurance training
CETA

IRON

CETA - Green Thumb
WIN

POLK

Professional College Training
MBA
Apprenticeship
Correspondence

RUSK

Clerical
Government seminar/Assessor-Clerk
WIN
CETA

ST. CROIX

Internship
Experience
Cross Training

ST. CROIX Cont.

Seminars

SAWYER

CETA
Real Estate Continuing Education

WASHBURN

CETA
Correspondence course
WITI
Vendor Product schools

APPENDIX E

COOPERATIVE TRAINING PROGRAMS FOR EMPLOYEES BETWEEN WITI AND EMPLOYERS, BY COUNTY

ASHLAND

First Aid
Sheet Metal work
Training by personnel
Real Estate

BARRON

Accounting
Real Estate Continuing Education
Specialty courses
Clerk's school or seminar

BURNETT

Workshops for town officials

DOUGLAS

Cooking
Continuing Education programs
Sales & Marketing
Building Inspector
Outreach and Social Services
Legal Secretary
Town Government

IRON

Workshops

POLK

Computer
We have our own correspondence course
Jobber shows

RUSK

Basic skills
Town Board, Clerks, Schools
Insurance
Seminars

ST. CROIX

John Deere schools
Electrical
Register and Stock Control
Cook/Bartenders

SAWYER

Sales
First Aid
Hotel/Motel operation

WASHBURN

Customer relations
Governmental
Manual labor
ETN course
Real Estate oriented programs

APPENDIX F

WITI LOCATIONS THAT COULD BEST PROVIDE TRAINING TO EMPLOYEES

BURNETT

Shell Lake (2)
Siren
On-the-Job
Radisson
Webster

DOUGLAS

River Falls - Eau Claire

IRON

Hurley

POLK

St. Croix
Osceola (3)
St. Croix Falls (4)
Unity District
In-house
Frederic (2)
Balsam Lake
Clear Lake
Amery
Eau Claire
New Richmond

RUSK

Ladysmith (7)
Mt. Scenario
Bruce

ST. CROIX

Baldwin (2)
Glenwood City
New Richmond is closest, but we need refrigeration graduates
Hudson

SAWYER

Phillips - Ladysmith
Winter
Hayward (7)
Spooner or Hayward

WASHBURN

Spooner (9)
Shell Lake (?)
On-the-Job

APPENDIX G

WAYS EMPLOYERS HELP THEIR EMPLOYEES WHO ENROLL IN TRAINING PROGRAMS

ASHLAND

After work - our expense
We'll schedule around classes

BARRON

Paying tuition to secretary seminars
Share tuition
On-the-Job training (2)
Will help with tuition if it will help in job
Courses in off season
Expenses paid
Such a training program could be held during winter months

BURNETT

Have never done this and have no precedent
Pay time and mileage
Offering tuition reimbursement or expect employees to be involved in training after work at own expense; depending on course

DOUGLAS

Apprentice training
I support (pay) one class for my employees
Provide training materials
Pay one half
Expect employees to be involved in training after work hours, but a Day Care expense

IRON

Pay mileage (2)

POLK

We pay for water, sewer and police courses
Send them to insurance seminars and pay their expenses

RUSK

We pay meals, mileage and miscellaneous expense also
On-the-Job training
No policy; depends on situation
Mileage and set fee for each meeting
In-house training. Both on and off clock

ST. CROIX

Provide training and meals
Has varied
We need graduates who are ready for full-time work
Send to food seminars
It never came up; we would be open to help if it helped us
Computer training program
WITI does not have a class for milk testing
We haven't done any of this at our Woodville yard
Come trained

SAWYER

Pay employee for time in school
Mileage and cost

WASHBURN

Transportation and lodging expenses - re: factory schooling
Free time, town pays expense
Company related seminars
On-the-Job Training
I pay for a one-week GRI Institutes for each new employee
Cost reimbursement
We pay all expenses

APPENDIX H

TECHNOLOGICAL ADVANCES ANTICIPATED BY
BUSINESSES, BY COUNTY

ASHLAND

Special equipment, new materials (construction)
Underground distribution
Diesel and hydraulic specialization
LPN training
Medical terminology
RN training
X-ray Technician
Bulk pesticide sprayer
Corn cracker mixer (feed)
Liquid molasses sprayer
Machine repair/maintenance
More mechanizations
Carpentry
Electrical
Sheet metal training to go with plumbing and heating
Solar energy - earth shelters
Stills (alcohol) manufacturing and installation
Personal banking
Electronics distance
Electronics
More electronics
Electronic communications
Water waste treatment
Computer assisted bookkeeping
Computer billing, inventory, and payroll
Computer car analysis
Computer inventory
Computers (7)
Computerized equipment (4)
Computerized office equipment
Data processing for small retail
Data processing-use of computer terminals
Home computer
On-line computer system
Taxes
Meter and Theodolite operator

BARRON

Digital switching
Earth stations
Fiber optic
New types of vinyl and possibly carpets

BARRON Cont.

Diesel and hydraulic specialization
Blood Chemistry
Blood serum spectrometer
Nurses Asst. medication course
Paramedic programs
Auto mechanics
Diesel mechanics
Central information file
Typewriters with screens
Word processing machines
Energy conservation in residential construction
Energy saving equipment
Modular structure
Solar energy, earth shelters (3)
Solar heating (3)
Solar heating/construction
Electronic funds transfer
Electronics (4)
Electronics with the new cars
Laser beam
More electronics
CATV
Cable TV
Clean air and water
Energy conservation
Counter sales
Bicycle repair
Agri-computer
Broader use of computers
Computer billing
Computer controlled machines
Computer inventory (4)
Computer programming (3)
Computer with print capabilities
Computers (16)
Computerization in health area
Computerized equipment (9)
Data processing - use of computer terminals
Data transmissions
IBM computers
In-house computer
Mag card typewriters
Remote service facilities new accounts (checking)
Scan. register
Scanning
Troubleshooting computerized engine systems

BARRON Cont.

Furnace Service
Heating and Plumbing/servicing skills
Technician training
Use of fiber optics
Automation
Materials handling equipment

BAYFIELD

Always new products and tools
Darkroom
Energy saving equipment
Insulation/ventilation
Metallurgical area
Printing
Product liability
Solar heating
Typesetting Imp.
Accounting
Electronics (3)
Computer inventory
Computers (5)
Computerized equipment
Increased computerization
Terminals - telephone related
Airless sprayers

BURNETT

Solar heating (2)
Federal and State reports
Financing
Digital electronics
Electronics
Managing business for profit
Computer in records systems
Computer terminal
Computers (3)
Computerization
Computerized equipment (3)
Mechanized office supplies and machinery
Security sytem

DOUGLAS

Chemical storage
EDP and programming
Equipment operation
Child Psychology
More training needed for medical records

DOUGLAS Cont.

Auto Body
New fuel pumps (service stations)
Transmission
Better office equipment
Increased Word Processing equipment
Memory typewriter
Word Processing
Energy saving equipment
Engine design
Solar energy, earth shelters
Solar state advancement
Video cassette advancement (2)
Business
Economics
Advanced instrumentation (electronics)
Electronic business machines
Electronic ordering
More electronics (3)
Energy technicians
Fuel conservation
Metrics
Bakery
Bartender course
Supervisory skills
Management (2)
Computer access
Computer billing
Computer inventory (2)
Computer operation
Computer terminals
Computer training
Computers (12)
Computerized equipment (4)
Data communications
Data Processing
Data Processing for small retail
Further and greater computerization
Scanners
Use of computers
Word Processing
Insurance Skills
Marketing (2)
Chemical Transportation

IRON

Wausau home builder dealers-all types
Electronic equipment
Computer terminal
Computers (5)

POLK

New station and hardware
More advanced medical requirements as such: IV technical training, cardiac care technician training
Auto emissions - more advanced
Automotive tune-ups
Diesel mechanics
Engine efficiency/fundamentals
Special training of car operations
Earth shelters
Electric cars
Electrical
Electrical equipment (2)
Energy saving equipment
Heating and cooling
Refrigeration (2)
Solar heating (4)
Accounting
Accounting standards (2)
New bookkeeping procedures
Electronic controls-more advanced
Electronics
More electronics on cars
Emission control
Metric conversion (2)
Cooking
Water waste treatment
Adding computer terminals to customer service and receiving
Computer inventory
Computer programming
Computer terminal (2)
Computers (6)
Computerized bookkeeping
Computerized equipment (5)
Computerized typesetting
Data Processing for small retail
Digital communication (phone)
Home computers
More computerization
Solid state units
Heating and plumbing/servicing skills
Major appliance repair
Route efficiency
Tier storage in WHSE
Braiding
Feeding recommendations
Performance measurement: testing and quality control
Pesticide training
Solid state motor control
Rotary dryer
Shoping lathe heating

RUSK

Data Processing
Advances in lab testing
All phases of auto and trucks
Diesel mechanics
Word Processing
Earth housing
Materials, i.e., passive solar design
Solar energy
Electronics (2)
Electronic cash register
Electronics transmission
Sales concept
Government interference
Computer batching
Computer inventory
Computer milk parlor/milking
Computer programming (2)
Computer records
Computers (8)
Computerized equipment (2)
Computerized ordering
Data processing
New design technology
Heavy equipment
New waste material handling equipment
Operating ring debarker
Power nailer

ST. CROIX

CNC
Basic Engine repair
Bigger and highly technical equipment coming into area
N.C. machining skills
More human behavior classes for nurses assistants concerning mental illness and chemical dependency
Spray equipment
Change in fuel for vehicles
Diesel mechanics
Heat pump
High energy I ignition
New paints, new body styles, aluminum, etc.
New typewriter and Word Processing
Typing
Advanced electrical testing
Cost analysis
Electrical equipment
Energy saving equipment
Solar energy, earth shelters
Solar heating

ST. CROIX Cont.

Spray paint (technical)
Bookkeeping
Digital and electronic equipment
Electrical with electronics
Electronic cooking
Electronic fuel injection
Electronics (2)
More electronics (3)
Video tape
Counter sales
Retail sales training
Salesmanship
Microwave Cooking
Town Clerk
Advanced computers
Computer billing
Computer checkout
Computer controls (2)
Computer inventory (5)
Computer merchandise processing
Computer milk parlor/milking
Computer programming (2)
Computer stock control
Computer use in home
Computers (16)
Computerized equipment (7)
Computerized order
Data processing for small retail
Home computer center
Mag-card typewriters
Mini-computer
New computer system
On-site computer operations
Optical scanner
Scanners (2)
Refrigeration service
Servicing computerized dairy equipment
Small diesel repair
Ability to work on newer cars
Change in hair styles
Interior design
Window display
Merchandising
CNC Operation

SAWYER

New sewage disposal system
Hydraulic
Skin care machines including tanning machines

SAWYER Cont.

All phases of auto and trucks
Automotive emission control
Economical marine engines
Fuel injection
Specialized parts skills
Design work
Drafting
Municipal plumbing
Printing
Solar
Solar heating
Tele-communications
Water, sewer
Welding
Accounting standards
Government controls and regulations
Electronic ignition
Electronic ordering equipment
Electronic technology
Woodburning
Microwave cooking
Advanced computers
Computers (3)
Computerized equipment
Computerized services
Continued computer training
Installation of computers
Mini-computers
Emission control
Environmental protection
Fire grading
Pneumatic construction tools
Pneumatic maintenance tools
Advertising

WASHBURN

Nursing Assistants and orderly
Electronics (Auto)
Fuel injection
Mechanized office machinery
Word Processing machines
Solid state circuits
Filling out state and federal reports
Digital electronics
Electronic technology
Sales
Computerized cooking
New uses for wood waste
Management
Computer controlled machines

WASHBURN Cont.

Computer inventory
Computer inventory control
Computer knowledge
Computer technology
Computers (8)
Computerized equipment
Data Processing
Land records data bank
More automation
Advanced appliance repair
Carburetion
Hydraulic machines
Larger, heavier aircrafts

APPENDIX I

NEW TYPES OF EQUIPMENT COMPANIES
ANTICIPATE USING, BY COUNTY

ASHLAND

Drive in windows with intercoms
Alcohol production equipment
Automatic feeders and mixers
Expansion of farm livestock includes all equipment to facilitate expansion
Front-end alignment machines
More diesel
Concrete forms
Hand tools, drill
More automated equipment
N.C. tape multi-head torches
Skid loader, logging trucks, farm trucks for grain hauling
Solar heat
Stud guns
Welder-torch
Electronic cash register
Electronic distance
Electronics
Teletype
Mobile radios
Video tape
Solid waste and sewer disposal
Analysis computer
Computerized cash registers
Computers (13)
EDP
On-line computer
Parts computer
Scanning
Word Processing
Diesel equipment
Cash register
Heavy equipment
Meter and theodolite operator

BARRON

Automation
Earth station receive only
Earth stations and related equipment
Logic analyzers
N.C. equipment
New tools
Oscillators
Tests associated with fiber optics
Hydraulic equipment
Power sewing machines

BARRON Cont.

All kinds - surgical, lab, x-ray
Blood chemistry
Blood serum, spectrometer
X-ray equipment
Diesel trucks
Drive line equipment
Engine diagnostic equipment
Front-end alignment
New jacks and hydraulic equipment (for small cars)
More ten key adding machines
Typewriters with screens
Word Processing
Energy saving equipment (2)
Hi efficiency heating equipment
New electric billing
Overlay drafting techniques
Solar heat
Washers, dryers, pressers, finishing cabinets
Wind powered equipment
Electronic cash registers
Electronic distance measuring equipment
Electronic equipment
Electronic instruments
Video tape
Energy saving units
Deep fryer
Grill
Microwave oven
Bicycle repair
CRT's (Cathode Ray Tubes)
Computer for billing
Computer metering and load controls
Computer terminal
Computers (37)
Electronic weighing and pricing
Mag card typewriter
Mini-computer
New register
Newer on-line terminals
Program calculator
Remote tellers (cash machines)
Scanning
Refrigeration
Bottom unloading
New buses/owners
Automatic types
Backhoe

BARRON Cont.

Backhoe and crawlers
Bulldozer
Cats
Evaporate and dryers
Graders
Heavy equipment
Loader (1)
Road equipment
Truck (2)
New up-to-date regulations and scales

BAYFIELD

Hydro-ax
Addressograph
Automatic welders
Electric furnace
Photographic equipment
Printing
Typesetting
Drink mixer
Kitchen steamer
Microwave oven
CRT's and terminals
Computerized inventory, order entry, etc.
Computers (5)
Digital switching of fiber optics
Airless sprayers
Automatic sand preparation
Loader
Pole skidders
Skidders
Slashers
Tractors
Truck

BURNETT

New test equipment
Small engine repairs
Solar heating
Wood heating
Digital electronic (increase use)
Solid state equipment
Computer terminals
Computerized and digital equipment
Computers (5)
Computers in record systems
Mechanized office supplies and machinery
Photo typesetter

BURNETT Cont.

Air and power equipment
Dishwasher
Heavy equipment
Truck
Wood fire generating plant operator

DOUGLAS

Meat and cooler cases
More A-V equipment
New freezer
Pumps
Replacement of existing equipment
Vat 80
Glass washer (mfg.)
Hot melt extruders
Planners, drill press, boring machines, lathes, keysetters, and other machines used in manufacturing our product
Punch press
Vinyl welder
Brake tuner
Engine analyzers
Front-end alignment
New fuel pumps (gas stations)
Sun machine
Adding machines
Automatic slicers, new copy machines
Cash registers
Memory typewriter (possibly)
NCR Bookkeeping machines, calculators
Office Machines (1)
Word Processing (1)
Aluminum welding
Energy saving equipment
Factory holding tanks
Frequency courses
Photographic equipment
Plastic welding
Responsive learning - TV
Electronic business machines
Electronic ordering
Electronic testers
Electronic testing
High grade of electronic testing equipment
Various electronic equipment
Tele-communications in dispatching
Kitchen
Kitchen equipment
Recreational equipment
Restaurant equipment
Advanced calculator & computer equipment

DOUGLAS Cont.

Computer access
Computerized billing
Computerized inventory control
Computerized lights and sound system
Computers (14)
Heavier into computerized equipment
High speed terminal
IBM system 34
Micro-processors
Mini-computers
On-line computers
Remote data equipment
Scanners
Software and computer expansion
Ultra sound computers
Vacuum, buffers, scrubbers, mops and brooms
Special products trailers
Forklift
Front-end loaders
Lathe sharpener
Turret
Water heaters and boilers

IRON

Electronics
New computer graphics
Computers (5)
Upgrading regulations and scales
Front-end loader (1)
Snow plow (1)

POLK

Induction casting machine
Test equipment
Chemical analysis (blood)
Equipment needed in more advanced medical requirements such as : IV technicians trainee and cardiac care technicians training
X-ray
Air tools, hammers, and staplers
Analyzers
Automatic Electronic machines
Scopes
Ten-key calculator

POLK Cont.

Brick-laying tools
Electrical tracing equipment
Energy saving equipment (2)
Flow solder machine
Photographic equipment
Spray equipment
Waterproofing treatment earth sheltered
Electronic diagnostic equipment
Electronic mail
Electronic transmissions
Laser inspections
More electronics
Lawn grooming
Automated equipment - means more skilled people to run it. More technicians to maintain it
Computer posting
Computer terminals (4)
Computers (17)
Digital communications (phone)
Mini-computers
On-line computer system
Word Processing
Heat pumps
Farm mechanical
L.P. card
More sophisticated test equipment
Semi-trucks
Truck
Advertising composition equipment
Conveyors
Forklift truck
Machining equipment
Packing machines
Saws and hammers
Tape controlled punch
Truck
Hair analyzing equipment
Hair care equipment

RUSK

Learning materials
EEG/EMG equipment
Woodworking
Auto typewriters
Typewriters
Automated tools (carpentry)

RUSK Cont.

Lathes
Mostly hand tools (carpentry)
Paint line
Welder
Electronic cash registers
Electronics (1)
More electronics
Cash register (computer)
Computer terminal
Computerized ordering
Computers (12)
Data terminals
Electronic switching
PCM-T-Carrier
Programmer computer
Surveying computation
Video typing
Tree planters
Air powered nailer, etc.
Chippers and separators
Copier
Diesel trucks
Feller bunchers
Front-end loader
Graders
Operating ring debarker
Power shovel
Presses
Slashers
Whole tree chippers

ST. CROIX

CNC machine
Bag machinery
Technical meters and gauges
Spray equipment (Ag)
Auto
Cylinder boring machine
Hi I Ignition
Calculators, weight machines and scales
Switchboard
Teletype
Better electrical equipment
Construction
Paint sprayer
Proof machines
Teller machines

ST. CROIX Cont.

Digital PBX's
Digital switching
Electronic diagnostic equipment
Electronics (1)
Tele-communications in dispatching
Typesetter
Convectional ovens
Cooking
Microwave ovens
Salvage testing lab
Bookkeeping (Receivables & Payables)
Cash register (computer) (1)
Computer for billing
Computer printers
Computer readouts
Computer stock control
Computerized ordering
Computers (29)
EDP
Friad/Sun Analog computer
Mag card typewriter
Mini computers
New computer system
Optical scanner
Order and Entry (computer)
Scanning computers (2)
Word Processing
Appliance service equipment
Testing equipment
Semi-tractors
Backhoe
CNC turning
Copiers
Crawler
Earth moving equipment
Forklifts
Front-end loader
Heavy contractor equipment
Tractor trailors
Vacuum
Vibratory cable plows
Common sense

SAWYER

Am looking for a robot
Hydraulics
Electrolysis
Skin care machines including tanning machines

SAWYER Cont.

Commercial center and garage
Emission control analysis
Copy machine
Memory typewriter
Ten-key calculator
Construction - wood
Leather/sewing/embossing
Printing
Silk screening equipment
Telecommunications
Welding
Electronic cash register
Electronic ignition analysis
Electronic ordering equipment
Electronics
Infra-red scope
More electronics
FTD mercury systems
Fire truck
Advanced computers
Computer terminals
Computers (5)
Laser beam
Hand shovels
Product dispenser
Air and power equipment
Centrifuge
Earth moving equipment
Excavators
Fire equipment
Flat bed truck
Forklift truck
Grinders
Heavy equipment for grading
Loader
Trucks
Treatment equipment

WASHBURN

CNC mill
Calorimeter
Inhalation therapy equipment
Auto machine shop
Lawnmowers
Outboard motors
Water pumps
Auto typewriter
Automated office machinery
Copy machines
Word Processing

WASHBURN Cont.

Production assembly equipment
Electronics
Various electronic equipment
Business band radios
Microwave ovens
New cooking devices
Computer equipment
Computer hook-ups
Computer terminal
Computers (10)
Data computer
Mini-computer EDP
Analyzer machine
Equipment to check out solid state appliances
Hydraulic operation/skidder
Aircrafts - Navajo Cessna 400 series
All buses with automatic transmission
New trucks
Asphalt plant
Automatic saw sharpener
Crushing plant
Fire trucks
Grader
Metal turning lathe
Redi-mix plant
Washing plant
Beauty shop equipment
Magnifying glasses
Trichology

APPENDIX J

WAYS WITI CAN MAKE TRAINING PROGRAMS
MORE MEANINGFUL, BY COUNTY

ASHLAND

I do serve on a Financial Assistant Advisory Board
None

BARRON

Business run be teachers who are paid full time is unfair competition
Unfamiliar with WITI programs

BAYFIELD

Job placement of workers trained in skills we require - Hotel and Restaurant

BURNETT

Listen to business
Safety specialist

DOUGLAS

Continuing education
Difficult to say as our town is limited financially
Mail to businesses a course schedule and ask for comments
Offer continuing education courses for fields that require credits for licensing
Representative from your ____or type of business
Send out list of what's available and questionnaires such as this to keep up with industry changes

IRON

Allow reciprocity agreements with other training units

POLK

Be more selective in determining aptitudes and don't recommend incompetents for jobs the person can't handle
Comment for 26.4: No meeting - try telephone for this

POLK

Enabling a representative from our industry to serve on a WITI occupational advisory committee (words underlined are changes made by respondent)
Have a person available when an employer makes inquiries about new hirings
I am not aware of job placement services which would be a big help to employers
More qualified instructors
Stress math and reading skills although this should be the job of the high schools
Try to meet actual industry demands

RUSK

And being a "practical" source to supplement Federal, State and University of WI seminars and workshops
Becoming more accessible to the Ladysmith area
Too many representatives now

ST. CROIX

Cutting tax level
Having more qualified instructors in certain areas
Implementing human resource programs
More business related night courses
None
Raise standards so that graduation means some minimal level of competence
Tell what is available and having a person to contact - so we can go to that person as liaison instead of the switchboard runaround!
Two now serving
Upgrading quality of instruction

SAWYER

Better publication of available courses and an effective communication channel between both parties
Less classroom; more practical
Not familiar with current offered services

WASHBURN

By not sending out these questionnaires to take up my precious time!
Definitely #26.6

APPENDIX K

COMMENTS BY EMPLOYERS WHO THINK WITI
IS MEETING NEEDS OF THE COMMUNITY

ASHLAND

Both of my employees are Vo. Tech. grads, not all persons require college degrees for employment

Doing a good job

Have seen students work in placement

I went to WITI nine years ago and think it is excellent

Provides pool of qualified potential employees

Provides training for jobs

Two of our boys have gone to plumbing school

Doing an excellent job!

Hear favorable reports

We are pleased with results

Well trained people

Doing well, but could use LPN and RN training

Classes offered in alot of areas

Interesting subjects

Opportunity is available

The great number of courses available

They provide what we ask for

Wide variety of programs available

Industry needs it

Training programs

Always a great desire to cooperate

Any kind of training is always an asset

Given the opportunity

Service

They respond well

BARRON

Offer courses in many locations

Many worthwhile adult and student courses

BARRON Cont.

Some people in Northern WI need this school close by. The State forgets there are people living in this part of the country

Excellent school

Observed graduates

Several young people are being employed

Thorough knowing WITI students

Very well satisfied with my sons education there

We have good employees

Yes, good training in lieu of degree

Your record of supplying trained personnel speaks for itself

Comments I hear are favorable

Definitely good

Evening classes - excellent

Excellent resource and training

Gives area students excellent head start in many fields

Good graduates

Good reports from all who attend

Have heard good reports

I feel that the WITI has done an exceptional job in our area

I have not heard any complaints

Many organizations report favorably

Jobs are easily found by graduates

Provides better jobs for students that don't want college but want something above high school

Students are well qualified

We see people from the school who are in responsible positions

Well satisfied with clerk training courses, excellent teachers!

Good, but training needed in debt training

It's going better than the college

BARRON Cont.

Technical training is at a minimum in some areas so anything progressive will help

Many aids received

Many local people have benefitted

Wide range of offerings

Developing people with needed skills

Job training

Necessary to have this technology readily available to compete

Trains young people and enables them to find employment

Vocational training for our youth

It is available inexpensively for those who want it

BAYFIELD

From what I hear, it's good!

Have lots to offer!

In the telephone field the training has been very good

Many students getting jobs

Media publicity good - well rounded curriculum seems to be offered

Providing needed service

As it relates to only those areas of greatest need

BURNETT

Meets the needs of many young people that would have not training otherwise

Provides job training for those who do not wish to attend a college and gears them toward a specific field

Wide variety of programs are offered and available

DOUGLAS

I have had some lessons at WITI and am very satisfied

Many customers have attended and seem to have benefitted by it

Individuals show a good background

No question about it, WITI is doing a good job!

Gives good training

Helping and training young people to get jobs

Many jobs need more than high school ed, but less than college training

Programs generally effective, wide range of offerings

WITI responds to employers request for specific training needs

Provides adequate training

Adaptable, able to change problems to meet needs of the area

IRON

Good, but improvement needed in some areas

POLK

From those who have attended, it's good!

Excellent classroom, environment, course offering

Farm training program is good

Many secure jobs this way

Very good training

Meeting many needs

Pleased to see adult vo-tech classes

Students are attending if interested

Broad offerings

Jobs are related to community needs

POLK Cont.

Provides local schooling for those who would not otherwise receive it

Students are receiving additional training

Vo-techs are important in the educational system and are easily available

With reservation, avocation takes precedence over vocational

RUSK

I know of several who have received excellent training

Publicity has been good. Those who have the interest are taking part

Good, but could use more wood related training

Varied courses at centers would be better

This questionnaire itself shows concern

ST. CROIX

It is giving the people a close place for a short-term education

Flexible to meet needs

I have attended WITI and so have my children and think it is great

Know good grads

Many successfully complete graduation requirements and are able to hold good jobs

All reports I've heard are good

Doing a good job

I have always supported vocational type education

It fills largest job openings, i.e. nurses' aids, etc.

Job placement is high

ST. CROIX Cont.

They are doing a good job of training students

They are learning a trade

Some fields of the trade are lacking training on the job

Because of the many choices

Continued expansion of realistic programs will improve community need problems

Many good evening courses

Many programs are offered

It is training people to work

Providing new skills for the working person

(1) Supplies students for hiring (2) Supplied resource material for use

SAWYER

Well received by Hayward

To some extent, it could be better

It is a bonus as one does not have to spend more time and money as you would for college

WASHBURN

Have seen graduates' performance

Produces good future workers

From personal observation, I feel WITI is good

Has been very useful for me

OK, but could be better

Covers most needs of area

Students seem well-qualified

A large variety of courses are available

Provides for job entry for many students who would have no skills

Majority of students don't acquire any technical training in high school

APPENDIX L

COMMENTS BY EMPLOYERS WHO THINK WITI
IS NOT MEETING THE NEEDS OF THE COMMUNITY

ASHLAND

It does not offer courses relative to the main industries of our community - wood industries and farming

Need more in trade areas

Need more medical office work programs

Not in nursing field

We are the only shop in town and no nearby school for cosmetology

Training too many unemployables

WITI is too self-centered. Courses offered do not reflect employment of NW Wisconsin

Must train for small businesses rather than large metropolitan areas

BARRON

Current need for program in nursing and paramedic not being given consideration

General fields yes; however, few health and medical terminology courses available in our area

Needs more programs

Should offer more of a variety of courses

We need more people to be machinists

Training is not realistic

BAYFIELD

No diesel courses

Would like to see more offerings, i.e. carpentry, electrical

How much can you saturate an area with the same type of skills

BURNETT

Mostly secondhand information provided

Location of facilities too far. Can understand this is due to lack of populated area

BURNETT Cont.

Not close enough

Too many going to school just to get paid; never use the skills they were taught

DOUGLAS

The 2-year RN program should begin at the Superior Campus, Reasons: 1) Greater number of residents demanding program 2) Staff in Superior is aware and participated in the State Nursing Task Force findings and is prepared to implement a 2-year program

No contact with our office

The employee we hired was not ready to work

Not enough openings in classes

IRON

No outreach

Too long of distance to Ashland

Ironwood College is 1 mile away. Facilities are overlapping

We freeze when we attend classes at WITI

POLK

More emphasis on manufacturing; not just tool and die making

Need to offer more courses

In some areas but not in our business

Industry is part of the community and as yet it has done me no good (------)

Low standards

Centers are too distant from our location

Need more courses in Amery

The distance to some of the courses

I don't know of any WITI grads in this area

Some students graduate before age 18 and are unemployed. Get discouraged

POLK Cont.

Teach work ethics

RUSK

Inadequate training and improper motivation

No variety

Subjects not broad enough in this area

Young Child I is not offered in Ladysmith

You give students an unrealistic idea of what the work world is all about

Too far away for part-time student

No jobs in this area for which they are trained

We have had problems setting up training programs

ST. CROIX

Need more communications

Need closer offerings

Could use more outreach programs relative to area's jobs

Difficult to find nursing assistants with training when job openings occur

Have too many programs that don't benefit business

No golf course programs; 2-year chef course

Not adequate nursing programs

Too many not receiving the depth of study they must have to be an efficient employee

The cost to taxpayers is astonishingly out of proportion to benefits

Too many courses taught are not put to use

SAWYER

Insufficient training

More local programs needed

More outreach programs

Please offer more classes

Need school closer to Hayward

Need more x-ray technicians in the state

Our area is too far from a District school to benefit

Classes in Superior - evenings. Seminars - speakers out of our field

WASHBURN

Not enough variation to choose from in immediate area

I know of 2 law firms that simply can't locate qualified help needed now - I have been advertising for help for about 5 months without success

More experience - cooks and waitresses are needed in this area

Too many students going out of area for jobs

Unable to fill job

We need more outreach programs

APPENDIX M

ADDITIONAL SERVICES EMPLOYERS THINK WITI SHOULD BE OFFERING, BY COUNTY

ASHLAND COUNTY

Any training involving counselor skills
Science
CPR course
Fundamentals of health service adm.
Dietary and Housekeeping seminars
First Aid courses
Drug Refresher
RN Refresher course
Medical Secretary
Nurse's Aide
Need more agriculture-oriented courses
Farming programs
Herbicide management
Body work
Mechanics
Truck repair
Clerking
Receptionist
Police Officer Training
Carpentry
Electrical
Residential Drafting
Welding
A.I.B. Criteria
Business courses
Communication with fellow employees
English
Sales courses for radio salesmen
Sales person class with part-time job training to type of job suited to individuals
Catering
Cooking (4)
Mixology
Waitress
Law enforcement
Road workers
Business Management
Public Service Administration
Janitorial service
Plant maintenance (2)
Diesel Mechanic
Speed reading
Merchandising
Bus Driver service
Heavy Equipment Operator/Repair
State building codes
Cosmetology seminars
Simple arithmetic/basic math (3)
English
Human Relations
Night and adult courses
Disc Jockey
Basic mental health programming
First Aid
Collection procedures (medical)
Medical Terminology
RN/LPN/Nursing Asst. (2)
A.D. Nursing programs for LPN's
First Aid
Tailoring
Horticulture
Pesticide control
Automotive mechanics
Diesel mechanics
Truck maintenance
Bookkeeping/Accounting (3)
Phone Answering
Secretarial Skills (9)
Blueprint reading (2)
Drafting
Plumbing
Solar Heat
Wood construction
Bookkeeping training
Business Law
Communication with public
Retail sales methods for clerks
Sales techniques (3)
Baking
Bartending (3)
Machine shop Math
Chefs Refresher course
Food preparation
Short Order cooking
Graduate social work
Library technician training
Supervisory skills (2)
Management
General use of computerized equipment (3)
Maintenance of boilers, electrical etc. (2)
Refrigeration - cooling
Insurance licensing - property, casualty, Life and Health - CLU and I.I.A. courses (2)
Truck Driving (2)
Sewer Operator training
Water Operator training
Math (5)
Basic spelling
Apprenticeship
Personality assessment and telephone skills

BARRON COUNTY

Product knowledge of electrical and plumbing supplies
New material uses
Night classes
Machine set-up-safety in industry
Electricity
Behavior management
Dental Technician
First Aid
Understanding milk
Horticulture
Mechanic (5)
Bookkeeping (2)
Office machines
Role of clerical help in Administration
AC circuitry
Advance surveying
Basic electrical wiring "AC"
Carpentry (2)
Ceramic tile laying
Construction
Courses on blueprint reading
Drafting skills (2)
Estimating (construction) (2)
Instrument reading
Night class on plumbing code update
Non-union refrigeration apprenticeship
Painting (spray)
Small business courses - heating and solar
Accounting (5)
Bookkeeping training (2)
Financial planning
Public accounting field
Electronic technician (3)
Customer relations
Telephone
Logging
Sales training (7)
Baking
Consumer oriented classes
Waitress
Clerk schooling (2)
Talking to people
RV repair (2)
Management training (4)
Small business management (2)
Computer
Customer relations
Teach them to be dependable
Update and variety in materials
Engine courses
Hydraulic courses
Nursing Asst.
Dental Assistant
A.D. Nursing programs for LPN's
Woodworking (2)
Agricultural training
Diesel engines (2)
Machinist
Cashier course
Office selling procedures
Secretarial training (6)
Adaptability to construction
Bakery
Blueprint reading (2)
Carpet laying
Cheesemaking
Courses for Apprenticeship Program for plumbing
Electrical metering
Fiberglass reinforced plastics
Meat cutting
Non-union based electrical apprenticeship
Non-union sheet metal/air handling apprenticeship
Silo building
Vinyl laying
Welding and shop classes (4)
Agri-business
Business courses (3)
Income taxes
Tax work
Communication skills (2)
Speaking
Conservation
Counter skills
Consumer math
Bartending (2)
Preparation of food/serving/cooking (4)
Assessor schooling (2)
Sewer and water performance
Supervisory training (4)
Inventory control
Office administration skills
Time management
Computer - Accounting

BARRON COUNTY Cont.

General repair
Maintenance of boilers, electrical etc.
Advanced Hydraulic class
Assessment & Evaluation
Real estate
SREA appraising courses 101, 201, etc.
Tax considerations in real estate transactions
Advanced perm's
All aspects of business
C.D. counseling
Product knowledge
Specific skills
Technician training
Advertising
Retail merchandising (5)
Truck driving and maintenance
Updating codes
Heavy equipment operator, repair
Seminars
Town Clerk seminars
Math (2)
English language
Reading/Writing/Spelling
Apprenticeship
Behavior management
How to think
Professional profile
Maintenance
Land Management
Farm equipment mechanic such as diesel, hydraulic
Required 10 hours real estate continuing education
Insurance knowledge (2)
Advanced haircutting
Advanced styling
Animal Science
Crops
Public relations
Technical skills
To count change
Marketing
Bus driver and defensive drivers training
State approved - required programs
General equipment maintenance
Machinery operation
Seminars for Legal Secretaries
Workshops in Rice Lake
Basic skills
How to write
Terminology/Spelling
Assertiveness training
Coping with stress/burnout
Motivational
Public relations

BAYFIELD COUNTY

Update and variety in materials
Nursing Assistant
Concept of nomalization
Sewing and fabrics skills
Machine maintenance
Body and sheet metal work
Clerical courses
Basic carpentry
Better workmanship in carpentry
Carpentry (construction) (2)
Estimating
Metal casting
Plumbing
Supervisory training (productivity)
Welding and shop classes (2)
Business machines
Communication with public
Lumber business
Math
Work procedures
Ward Secretary
First Aid training
Mechanic (4)
Auto painting
Bookkeeping
Typing
Basic construction/heavy
Blueprint reading (2)
Drafting
Framing
More pride in their line of work (carpentry)
Use of tools
Accounting/Bookkeeping (2)
Other AIB courses
Forestry
Salesmanship (4)
Baking (3)

BAYFIELD COUNTY Cont.

Bartending
Hotel Management - Advertising
Restaurant management
Waitress
Assessor schooling
Clerk schooling
Supervisory skills
Rec. management
Computer training
Journeyman Lineman (Apprenticeship)
Road building maintenance
Waste water treatment courses (2)
Hydraulic repair and maintenance
Display
Pottery
Heavy equipment operator/repair
Courses dealing with DNR prerequisite for State Certification
Hospitality seminars
Common sense course
Human relations
Self-esteem
Cooking (4)
Housekeeping
Tourism/Hospitality program
Waitressing
Classes for Town Officials
Town Official Training
Management dealing with public
Restaurant management
Electric generation
Maintenance - technical skills
Telephone block repair
Diesel mechanic (3)
Safety
Handling customers
Chain saw operations
Road grading
Legal training
Math
Adaptability
Customer relations
Individual initiative
Self-improvement

BURNETT COUNTY

GED
Bookkeeping (2)
Basic construction/heavy
Carpentry (construction)
Electrical wiring
Sheetrock taping
Welding and shop classes
Business education
Communication skills (2)
Computer programming and repairs
The art of selling
Engineering
Surveying
Cooking (2)
Small business management
Safety (2)
Teach what "work" is
Marketing
Bus driver
Terminology/Spelling
Short In-service (First Aid)
Interpersonal relations
Optometric Assistant training
Secretarial training (5)
Blueprint reading (2)
Drafting
Masonry/finishing
Solar heat
Bookkeeping training
Electronic
Writing proposals
Retail merchandising and buying
Classes for Town Officials
Public relations
Supervisory
Management training (3)
Mechanics (diesel)
Specific skills short courses (1 or 2 days or staggered days)
Retail knowledge
Soil testing
Seminars
On-the-job training

DOUGLAS COUNTY

Value clarification
Free enterprise education
EDP
High school coop.
Machine shop (2)
Applied psychology
Nursing Assistant programs (2)
First Aid and CPR
Stress reduction
EMT Int.
Auto & Diesel mechanics (6)
Bookkeeping
Apprentice electrician training
Cake decorating (2)
Craft skills
Estimating (construction)
Grading of lumber
Printing
Solar heat
Train mechanics to weld, etc.
Welding
Secretarial training (4)
Business
Degree in Credit Union Management
Financial counseling
Problems of small business
Electronic technician (2)
Interpersonal communication (4)
TV & radio programs/advertising
Food preparation
Waitress
Mathematics
Cooking (3)
Public relations (4)
Village treasurer seminars (3)
Clerk, Assessor school
Management training (6)
Supervisory skills (6)
Computer operation
General use of computerized equipment
Maintenance (2)
Diesel machine repair class
Bus driver
Advanced personnel and tech. training
Elementary bench chemistry
Making change course
Skills program
Legal Secretary
Advanced cosmetology
Updating codes
Attitude and motivation
Follow-up
Improving technical skills
OSHA training requirements
Burning and welding
Dental Assistant course
Expand RN programs
Knowledge of developmental disabilities
Dental technician
Vending machines mechanic
Body work
Cashier course
Blueprint reading (2)
Chef's school
Electrical
General carpentry
Hydraulic technician
Put in graphic arts mag.
Survey instruments
Use of Millwright tools
Clerical courses (6)
Accounting (2)
Bookkeeping training (5)
Economics
Marketing
Fuel conservation
Communication-clerk-customer (2)
Telephone answering
Equipment maintenance
Good waitress
Salesmanship (7)
Bartending (2)
Dishwashers
Various types of counseling
Classes for Town Officials
Public relations
Time Management
Advanced programming
Computer training CN IBM 5110
Programming
Safety (2)
Real Estate Law
Insurance knowledge
Childhood courses
Instrument technician
People to people acumen
Marketing (2)
Para Legal
Frequent hair styling seminars
Simple arithmetic/basic math (6)

DOUGLAS COUNTY Cont.

Basic skills (2)
Hair styling seminars
Seminars
On-the-job training (2)
Customer relations
Dependability
Human relations (2)
Personality improvement
Punctuality
Reading courses
Refresher courses (2)
Good apprenticeship program
Attitude and motivation
Decision making
Flexibility
Patience
Positive attitudes

IRON COUNTY

M.B.O.
Machine shop skills
Insurance billing (medical)
Small engine repair
Office manager
Meat cutting
Business
Courses in Amusement Equipment
Latest trends in styling brush up courses
The right of operating a machine
Reading
On-the-job training
Program evaluation
Medical Secretary
Collection procedures (medical)
Mechanic
Blueprint reading
Accounting/Bookkeeping
Printing fundamentals
Math
How to use a chain saw the safe way
Restaurant management
Writing

POLK COUNTY

Estimating
Basic machine tool training
Electric motors
Machine maintenance
Emergency Vehicle Drivers Training
Dealing with chemical dependent and psychotic patients
Housekeeping (nursing)
Dietary and housekeeping seminars, Nurse's Aid In-service training
RN Refresher course
Medical Technician
Ordering materials and planning work schedule
Ag. related
Mechanic (3)
Update techniques, machinery, tools
Body work
Bookkeeping/Accounting (2)
New methods
Engine repair
Machine repair
EMT Refresher training
Emergency communication skills
Disaster training for EMT's
Nursing Assistant classes
Laundry (nursing)
CPR
Lab techniques (veterinary)
X-Ray techniques
Associate Degree in RN program
Practical carpentry, basic tools, motorized tools, skill saw, router, etc.
Police & Fire
Automotive tune-ups
Automotive mechanic course to update current models and imported units
Clerical courses (3)

POLK COUNTY Cont.

Office skills (8)
Teller training
Blueprint reading (2)
Circuit bound repair
Electrical code
Machine Design: brackets, bearing, etc.
Plumbing and heating
Sheet metal fabrication
Shop skills - welding, electrical
Solar heat
Technical (Electrical & Mechanical)
Bookkeeping training (5)
Secretarial Science
Advertising
Chemist
Sales
Retail merchandising & buying
Accounting/bookkeeping (3)
Bartending (2)
Customer service
Maintenance/Temp. control
Motel - hospitality
How corporations work - lines of authority and responsibility
Government skills
Computer training (4)
Appliance service
Maintenance
Oil burner
Q.C.
Telephone block repair (4)
Art
Customer relations
Lab tech. training
Municipal water and sewer programs
Problem solving skills
Quality control
Real Estate courses (4)
Attitude courses
Clothing displaying
Merchandising (2)
Bus driver
Hair care
New hairstyles
Road construction and maintenance
Basic skills
Math (3)
Workshops in Rice Lake
Listening
Self-reliance
How to scale lumber
Phone answering
Basic construction/heavy
Carpentry (Contruction)
Drawing
Electrical wiring
Major appliance repair
Refrigeration
Sheetrock hanging (2)
Shortcuts in business
Soldering
Basic Accounting
Financial counseling
Electronic Technician (2)
Spelling and Communications
Physics
Clerk training
Salesmanship (9)
Baking
Cooking
Food preparation (3)
Microwave cooking
Supervisory and Management Skills Training (11)
Money management
Water & sewer courses
Air conditioners
Electrician
Microwave repair
Plant maintenance
Technical training (phone)
Advertising skills
Assertiveness training
General knowledge of lumber grading
Material take off
Precision measurement
Public relations
Wood knowledge and use
Ag. Retailing
Business
Marketing
Self-adjustment
Semi driving
Hairstyles for men
Large machine operator
Boiler license
Reading courses (2)
Short In-service (First Aid)
Assertiveness training (2)
Personal hygiene
Teach responsibility

RUSK COUNTY

Clerical (5)
Clerk Seminars
Fill out insurance forms
Office machines
Secretarial training (3)
First Aid training
Young Child I & II
Defensive driving
Engine repair
Machinist
Police training
Carpentry (construction)
Maintenance controls
Residential Rehab skills: a) estimation, b) inspection, and c) production
Waste water treatment design
Welding and shop classes (5)
Bank related courses taught by bankers
Business procedures
News collecting
Diesel mechanics
Management (2)
Time management
Insurance related courses
Supervisory training (2)
Maintenance/Temp. control
Refrigeration - cooling
Real Estate (2)
Operating woods equipment
Insurance schools
Better plastic lamination courses
Public relations
Hardware retailing
On-the-job training
Law
Bookkeeping/Accounting (2)
Municipal Clerk training
New trends in office support staff
Office on Clerks training
Working with handicapped individuals
Medical terminology
Engineering or Surveying
Mechanical
Mechanic
Woodworking (3)
All construction
Electricity
Plumbing
Special drafting courses
Surveying program
Water works systems design
Electronic
Bookkeeping training (2)
Communication skills (2)
News writing/radio
How to accept and delegate duties
Office Administration
Safety
Sales
Homemaking/Nutrition
Metrics
Telephone block repair
Forklift operation
General Insurance education
Assessing and building inspection (2)
Business dress
New haircuts
Marketing
Human relations
Basic skills

ST. CROIX COUNTY

Nursing Aide Refreshers, etc.
Courses re: activity with handicapped
Vet Medical Assistant
Techniques for Nursing Assistant
Medical Insurance course
Health related courses
LPN to work towards an RN license (3)
Dental care technician (2)
Ward Clerk
Engine repair
Small engine
Dietary
First Aid (3)
Body mechanic
Pharmacy Technician course
Emergency Medical skills
Courses for Nursing Aides to work for an LPN license
Nurses Aide
Gas transmission
Mechanic (3)
Partsman experience

ST. CROIX COUNTY Cont.

New product update, new techniques (body shop)
Motor repair
Bookkeeping (2)
Police training courses
Clerical (3)
Small machines - registers, etc.
Stenograph machine speed builders
Brick and Block Skills and Construction
Complete Painting, Staining, Paperhanging Skills etc.
Furnace Repair (oil)
Printing
Advertising Layout
Communication Skills (2)
Dispatching
Language Skills
Photography and news writing
Bookkeeping Training (2)
Business training (5)
Counter skills
Retail merchandising and buying
Baking
Cooking (7)
Hotel Management
Maintenance/Temp. control
Waitressing (2)
Kitchen management (2)
Basic in voices and printout of computer
Computer
All programs for local government
Clerk Schooling
Treasurer
Labor relations
Customer relations
Measurement
Photographic programs
Appliance service (2)
Real Estate training (3)
Basic skills
Math (7)
Human relations (2)
Personal profile
Public relations
Specific skills
Retail display work
Advanced Legal Assistant training
Driving skills
Equipment Operator
Welding
Small engine
Mechanical skills
Cashier training
Store security
Office skills (2)
Secretarial training (7)
Animal Feeding
Carpentry
Electrical Wiring
Estimating jobs
Graphic Arts
Solar Heat
Communication - Clerk - Customer (3)
Dealing with the public
English
Letter writing skills
Accounting/Bookkeeping
Business law
Welding and shop classes (3)
Shop Math
Salesmanship (11)
Bartending (5)
Food Service
Housekeeping for Inst.
Tableside cooking
Advanced business management
Management (5)
Communication sales
Computer training CN IBN 5110
Classes for Town officials (2)
Town Clerk training
RV repair
Supervisory training (8)
Human relations
Motivation
Print reading
Golf course maintenance
Acquiring more knowledge by proper reading
Reading/Writing/Spelling (5)
Attitudes
Motivational training (2)
Productibility
Self-improvement courses for girls
Merchandising
Apprenticeship
Bus Driver and Defensive Drivers training
Advanced machine
Wastewater operation

SAWYER COUNTY

Architectural - Commercial Design
Blueprint reading
Building maintenance & construction
Electrical D-C
Heating system controls
Major appliance repair
Reading transits
Welding and Shop classes (3)
Office Manager
Simple Bookkeeping
Automotive Servicing/Auto Body Repair
Accounting for Munic. Clerks & Treasurers
Government Regulations
Cashier/Checker
Sales techniques (5)
Electronic Technician
Customer contact - communications
Hydraulic courses
Bartending (2)
Hospitality
Participation clinics
Seminars
Dealing with people
Management level of training
Specific skills
Water/waste treatment
Resort management
Hydraulic
Computer training
Safety in the wood
Adult education
Basic Building Construction & Finishing
Boiler maintenance
Carpentry (contruction) (2)
Estimating and calculating costs
Layout
Plumbing and heating
Sheet Metal work
Wood construction
Secretarial training (3)
Mechanical skills (3)
Accounting/Bookkeeping (4)
Business
Public Accounting field
Make change, run adding machines and cash register (2)
Continued Medical education
Personal contact training
Engine repair on trucks and tractors
Food Service (3)
Supervisory training (3)
Qualified speaker on current topics
School food service training
Business management
Inventory control
Municipal water treatment
Simple arithmetic/basic math (2)
Marketing of products (2)
Heavy equipment operators
Sewer and water maintenance course
Developed common sense
Bus drivers training

WASHBURN COUNTY

Medical terminology
Drug classes
RN refresher
Medical Lab training
Nurses Aide
Mathematics (4)
Terminology
Machine Shop
Diesel engines
Hydraulic systems
Auto mechanic (2)
Secretarial skills (3)
Carpentry (construction) (2)
Electrical
Humanities
Laboratory seminars
RN completion - for LPN
First Aid courses (2)
Dental Technician (3)
Electronic repair
Sewing
Drug refresher
Mechanical skills (4)
Electrical systems
Service schools by companies
General Office skills (3)
Basic carpentry
Design
Trade classes
School for further learning

WASHBURN COUNTY Cont.

Basic money & banking courses (2)
Bookkeeping training (2)
Fundamentals
Knowledge of business practice
Cooking (4)
Food service
All programs for local government
Town Clerk duties
Public relations
CLU
Plant maintenance (2)
Sewer system and sewer plant operations
Computer training (2)
Programming
Woodworking
Resort management
Merchandising
Equipment knowledge
Operatives
Customer relations
Interviewing techniques
Specific skills
Upholstery
Updating codes
Math (3)
New techniques for wiring
High school coop.
Contract Law for business
Human relations
Bookkeeping
Financial analysis (cash flow)
Importance of properly filled out forms
Bartender - mixing all types of drinks and how to handle the people (3)
Waitress - How to serve food the right way
Clerk, Assessor school
Town Treasurer duties
Marketing and sales courses
Fashion Merchandising Skills
Refrigeration
Computer training (2)
Data processing
Supervisory training
Inventory control & management
Communication skills
Driving training
Heavy equipment operator/repair
Real Estate training (3)
Inspection (Quality control)
Reading a square
Teacher Aide
Mechanics (Diesel)
More insurance programs for beginning agent
Dwelling code seminars
Workshop
On-the-job training
Hair styling
Basic skills

APPENDIX N

GENERAL COMMENTS BY EMPLOYERS, BY COUNTY

ASHLAND

Wonderful school, it has helped so many - keep it going

We have a nurse's training program here

Town officers are elected - No program(s)
1 town road crew - full-time
1 town road crew - part-time
Truck driving, grading, or other equipment handling is a requirement. This questionnaire really doesn't apply to us; we pay taxes for your program only

Too many students that I talked to take course after course but don't get jobs (at least that's what they tell me)

We think your system is doing an A-1 job for those young people not interested in college

Be sure they are functionally educated before a padding grade is given

We appreciate the cooperation provided by Mary Stenberg of WITI-Ashland Campus in helping USB develop programming for physical and mentally handicapped

I think WITI does an adequate job for our area

Please note: Due to the lack of industry and the stress put on tourism, our small company is leaving town. With gasoline at $5.00 per gallon in 1982 (Report from Oilman's Convention, August, 1979 in Boston), the tourism trade looks poor so we are moving

Much of our education today is directed at solving hypothetical problems in the sense that the student is taught to solve a problem he hasn't yet encountered. He will learn much faster if he has a real problem to solve as he sees a practical application of a solution to a given problem

We have one apprentice plumber now. He has one more year before he is finished. The son we have graduating this year also wants to go, but has to wait until the other son is through. Would be nice if there was an apprenticeship or schooling on sheet metal work that could fit in with the plumbing program. He would like to go into this, the only school we know of is in Milwaukee

After a long period of low status and little funding, Voc-Ed. is now coming into its own as a genuine and important educational process, as indeed it is now and will be in the future. Unfortunately, the caliber of people in the field is very bad

Ashland WITI is a great school, excellent staff, all of them want to help; keep it up! They deserve a pat on the back

I think Voc. Ed. is excellent, but we are close to retiring so many questions do not apply to us

Since my business is construction - education is on-the-job training

ASHLAND Cont.

I feel too many people attending WITI are there for financial assistance and never really use the skills they have learned

Having had no contact with your programs, I am not qualified to answer many of the questions about your programs

Sorry I wouldn't respond to more

The training courses should be adapted to the local needs of individuals taking courses. Example - The Bookkeeping class is very general, to be applied to large business offices. More individual help appreciated in understanding how to apply knowledge to individual business case

The fact that you offer repeat programs to individuals does not help the program. This is the general opinion of the general public as I hear it

Training presently offered is adequate

WITI has done a wonderful job with the Emergency Medical Services, now let's get on with the fire training, such as, more equipment, instructors and an all over first class program which is very good, but is not available in this district because of lack of instructors and money

Students have to be taught the basics

I would like to see the vocational schools plan seminars for the purpose of updating auto repair. I think seminars should be from companies displaying new equipment. Another seminar could host different companies teaching the new changes and trends in auto repair

Our type of business needs people who are savers and laborers

I am pleased with the two vocational tech. grads in my employment. Also when interviewing for job openings, WITI grads did a super job on their resume's - actually giving more information than necessary which saved time interviewing and saving applicants time also

More training for forest related jobs

I am a logger and if not mistaken WITI doesn't have courses related to my job, such as cutting of trees and operation of a skidder. Also, I don't know if a handicapped person could handle such a job

WITI-Ashland Campus has gone out of its' way to provide services to our community and surrounding area. Evaluation of program offerings is a good idea, but it seems to me that it's being done and changes carried out in-house remarkably well

BARRON

A program is no better than the individual participants and if these individuals lack the incentive or the "willingness" to perform, the program can't be blamed

BARRON Cont.

I think your school is good but most of my jobs don't require training. If an applicant has attended WITI, it's a plus!

I feel that most instructors have no work related experience yet are trying to instruct a student as to how to do the job

We have used part-time trainees in our law office provided by Rice Lake-WITI; most had suitable skills but poor attitudes towards work in general

Our unit responses would not be pertinent to this survey

Would very much like to have an interview with Wagner to find out current philosophy and problems with public school involvement

WITI should contact business establishments and check the needs for employees

Have had contact with some of your students and saw that they have done an excellent job of work

Our business is too small to be a great help on this survey

We hired a woman through the (---) program. She is an excellent employee. She has a degree in Decorating from (----), however, she had no ideas on how to figure carpeting yardage or layout material - no knowledge of how to figure a drapery job, no knowledge of how to prepare a wall for paint or wallpaper, or how to figure how much material to use. This all had to be taught and feel if a person goes to school for decorating, she or he should know more than it's OK to use brown and blue together. We also started an apprentice with the state. He was required to go to school one week at a time at our expense like he had worked 40 hours. He attended one week of school, he learned to hang ceiling tile. This is not a part of our trade so we dropped the whole idea when the state people told me "Tough!" I don't feel I received my money's worth in this instance and am not sure this is part of your area of education

I attended an apprentice school two nights a week for two and a half years in (-----) at a vocational school. This was paid for by employers and the union and part by the state. The teachers were people actually working in the trade, and feel if I had not attended this school I would not have my own business today. Of the fellows I went through this school with, several have their own businesses today. I would very much like to see an apprentice program set up in the area and trade and insure the employer and consumer of a more qualified person on the job

I had trouble relating some of the questions to my business. I think better defined parameters on the questions would/may have helped

We are a tire store - our employees are laborers changing tires, etc., which doesn't require training except on-the-job training. Our bookkeeping is all done at the main office in (----), so we have no need for WITI students. However, I'm sure other business places do. We are an exception

BARRON Cont.

We need improved skill and technical training for employees in today's business

Since this is a family business, we don't have to hire outside help

The (----------) Fire Department has 30 part-time firemen, the only classes we're interested in is First Aid and Firefighter training - ages run from 18 - 65

The only programs we have used are those for government

This is a milk processing plant. Because it is a union plant, we have to use the seniority system to advance people. We take employees off the street and train them on the job. There are 3 areas where we could probably be helped. 1) lab, 2) supervision and 3) maintenance. Office work is not too important because everything is forwarded to our home office for processing

I think this survey is great if it is sent to the right people where vocational education has been a great success for them

All questions have not been answered because they do not apply to my business

I would like a program at Rice Lake for one week refresher on electric line work, power generation, diesel engine (3 cities) close that generate electric energy by diesel engine - Cumberland, Barron and River Falls

Best system yet, perhaps contacting prospective employers to spend some time in class prior to graduation of students would reveal weak areas

High school students cannot take 10¢ out of a dollar and count the change back to a customer

Please realize that these answers are specific to hospital

You are doing a fine job now - keep it up

In your letter you state: also, please be assured that you and your company will in no way be identified. Then why did you put a number on top of the form, as you can see from two forms, two different numbers. Why not tell the truth, and tell our kids the same

Aggressiveness and desire to get a good job

We are a small floor covering business. Maybe a workshop with a carpet representative would be a good idea. They do have them in the Twin Cities but it would be a long way to drive. This way the group could learn about new products, tools, and installation techniques for new products

Would like to see some involvement with developmental disability programs. Offer assistance in setting up program areas

BARRON Cont.

We owned and operated an automobile service station and front-end alignment. We went out of business last year but am filling this out as if we were still operating. I do hope WITI maintains high priority in its support status. We in the field need this practical and common sense educational experience for the people we hire

In our field, the need for new employees is limited. I do not think a class in this field would be justified. By hiring a student in a related field and providing on-the-job training has worked out well

Teach them to take pride in their work; not in how much they can make in take home pay. If they take pride in their company and pride in their work, the take home pay will be great

We only hire 2 dump attendants part-time, so aren't much help in this survey

There are jobs available in larger cities full-time (part-time here). Learn to install carpeting, hang drapes and clean homes and business carpeting. Must be willing to work evenings and weekends

Teach them that the government does not owe them a living

I think you are providing high quality programs. I know of a large firm in the Minneapolis-St. Paul area who hires graduates from WITI and is always very happy with their abilities to produce

Could use a resource specialist (supplied from Vo-Tech staff) able to write and direct and phase in various orientations, life safety, and basic training programs for certain unskilled potential employees

Vocational training is great for some, but actual on-the-job training is best. What good is a girl who types 80 wpm and can't handle the public. Unless she is in a Steno pool, 80 wpm isn't necessary, when she should know basics of the job, maybe even answering the phone is #1

I don't use people from your school, but I do know of companies that do and very good comments is what I hear

At present, our business doesn't call for special training, but persons with training from WITI seem to be more responsible and serious workers than most of those employees with no more than high school education

Give more practical knowledge of on-the-job requirements

Questions 22, 23, 24 and 25 - We have an In-house training program that I can use at nominal expense

Why do some have to look so grubby!

BARRON Cont.

I feel that really new equipment and procedures may be lacking but that we must strive to use the resources at hand more fully. There will be some new developments in the feed industry as people continue to eat more of the food stuffs that now go to livestock feeding

Seems like WITI is doing a good job

Too many chiefs and book work

There is a need for in-service training for workers in Day Service Programs for the disabled - minimal cost

A program for our employees in the electrical apprenticeship field would be a great asset. However, our employees would be put at the end of a line waiting for union job openings. As a taxpayer who supports this educational system, I cannot understand why the same program cannot be offered without the indenture and/or mandatory unionism concept. This is definitely a rip off!

This questionnaire is hard to answer because most of the town's employees are elected and does not apply to the question

I have had projectionists from the vocational school and had been pleased with them. One of them is now manager of 2 indoor theaters, and 2 outdoor theaters in (-----). I have had a total of 3 projectionists from the Vo-tech and a number of girls

More instruction on the value of: not charging for each minute of overtime. Some believe 9 to 5. Five after five is 1/4 hour. This is often done when work was not started in time to closing or quitting time, deliberately in many cases. Employee fairness is as essential as employer fairness

We need Vo-tech training in this area. Please do not even consider moving to another area

To our knowledge, there is no training course in the immediate area for high school graduates who might be interested in electrical wiring

So many times people who could profit from this training are high school dropouts or later become welfare recipients. After an easy habitual salary in the mail box, it becomes too much of an effort to even try to become a skilled worker and hold a steady job. Money given as aid for school or job training is often spent largely on a good time. Therefore, many of our capable workers are lazy, unskilled and in the unemployment statistics. A sad thing when we have such wonderful vocational education. Where did it start and where will it all end?

Most of our help is for cleaning, with whom I work directly. Many girls today have not learned in their homes, the simplest of cleaning tasks in everyday living and they are 18-20 years old. Very hard indeed to find good help - we prefer the ladies who are 40 or over and prefer to work mornings only, which is our time of work

BARRON Cont.

Being a municipality, these questions are a bit confusing. Most public officials are elected - and I might add, not always qualified, but don't know the answer to that. The public must be more aware of their qualifications and capabilities, in order to have efficiency in local government

Cars are becoming smaller and made of lighter materials, including aluminum and plastics. Specialized skills are needed to make safe and proper repairs. I would like to see some effort made to educate us as employers, as well as the new student/employee

This area has a number of dairy plants and WITI has no courses pertaining to the actual manufacturing of these products. Many other aspects such as maintenance and sewage treatment are now being taught, these are also needed but so are programs in manufacturing. Our people must now go to Eau Claire or Madison to any short courses in cheesemaking

I own a small (15 seat counter) coffee shop. I hire 2 married women. One works 3 days, one works 2 days per week. I'm closed on Saturdays and Sundays. I do the cooking and they work the counter. In the years they have worked, I have trained them to cook also. So, if I want to go on vacation, they are capable of running the business. As of now I have no need for any additional help

The biggest thing lacking in any employee nowadays is practical sense - common sense. How to deal with people. How to manage money. How to be prompt and dependable on the job

I don't feel the vocational school is the place for mortuary science education

You will note some questions are not answered. At the present time we are unaware of any programs that might be available to train people for silo construction

There are several questions that I did not answer as the questions did not seem to apply to our situation

Would appreciate more information on what your institutes offer which would be helpful to our business

Publish in the paper the beginning of new classes

Some of the questions are left unanswered as they do not currently apply

This is a family run business and we do not hire any outside help

We have no workers now and have no reason for hiring at the time

Have hired students and participated in work experience programs - both were considered successful

It is paperwork like this that is time consuming, costly and anything you can do to cut it would help

BARRON Cont.

There's a need for cooking and chef classes in this area

I use only 1 part-time lady employee and do not plan for future plans

This is contradictory on one hand. The 1st year course like welding is not advanced enough to hold the interest of a high school graduate who has vocational welding there and the need for basic English and Math because it is apparent many leave high school without it

Vocational Inst. is doing fine. It's just that the attitude and character of student (society as a whole) can still make a poor employee - i.e. a well trained but poorly motivated or dishonest employee is worthless

Check for job openings and train people for those positions. Also make the training realistic and have the individual gain on-the-job experience early in the program to see if they like it or not. If you ran a 5 - 10 year follow-up, you would probably find those employed in the job they were trained for, would be less than 40%

Between unemployment and welfare, who wants to work Saturday, Sunday and holidays?

The students I have contacted or talked to, seem to have no sense of responsibility to the employer, expect too large a wage as beginners

Tell poor students in field to change vocations - it is no favor not to tell them

Teachers should be people who have worked in the field. Retirement age people have knowledge to give. If not as teachers, should be used to check teaching procedures of other personnel. Too many teachers can't do what they try to teach. Thank you for the questionnaire, we need more of them

Flunk out poor students - ones who attend infrequently and try to generally upgrade the average students

Although heavy equipment construction is not a course offered, I am a graduate of the Machine Tool Course and I am well pleased. I find myself relating to the same theories very often

We feel many of the questions asked do not apply to this office, therefore, the reason for the incompleted reply

Vocational school has greatly expanded knowledge of students in my employment. Recently I took a 3-weeks vacation - a vocational student in my employment completely handled books, payroll, banking and scheduling other employees - she did a fantastic job

The concept is super job specialization through joint effort with employer

I do not have any employees working for me. I do a little repair work when someone calls me

BARRON Cont.

Bartending in this area does not require college education

I am sorry, but I don't believe this questionnaire was too relevant to my business employment needs. We are talking about 1 employee helping with my refuse service

So grateful that your facilities and training are available to surrounding communities

We've been gone 3 months and these letters were not forwarded to us. Sorry for the delay

As we are a small company with only a few employees, we have had no need to hire any people in the past three years. In the past, we have always hired young people and trained them on the job with an experienced man working with them. In talking to other business friends that have hired WITI trained people, it seems that you are doing a very good job. I have taken some of the adult night courses that you have offered in the past. This is great to be able to pick up a new skill or just to brush up on an existing skill

BAYFIELD

Clerks find workshops helpful

Please do not hold classes pertaining to the same subject that must be taken to be certified at the same time - better scheduling

We do not employ anyone besides ourselves, sorry. I do believe you do a good job though

We should move more toward vocational education. Many younger people want to learn a specific vocation. High school wastes their time

The school could be more strict on qualification of teachers and what is accomplished in the classroom. Some teachers are excellent, some take up time only

Institute courses relating to development and implementation of alternate energy sources and methods to utilize such energy for transportation and home heating and cooling

U.S. postal activity - criteria for hiring based on postal examination

Why aren't there more courses offered for forest/wood products related areas. Also more maritime related areas as affects the Lake Superior region. Tourism alone cannot and will not continue to hold as many jobs as it now does

It's hard to make people believe they can be of a valuable service by the use of their hands - vocational training is a must for our society

BAYFIELD Cont.

Our needs are really too specialized for your help - train our workers

A definite need is in the area for good instruction in the nursing field

I think too many of your people I've worked with are overly concerned about "worker's/employer's" rights and give too little consideration for doing a fair days work. A person having graduated from WITI's Tourism program wouldn't be hired on that basis alone. They're the only people from WITI I've worked with and with one exception in five, I'm sour on them

The courses on town government (i.e. 2-3 sessions) have been very helpful and informative. Keep them up

Many of these questions do not seem to fit in with operation of a township

Make offering of programs better known to trades person

We have a lumber business along with a sawmill. We saw logs for a couple of weeks in the Spring. We hire about 9 men at that time. Most of these men are older men who have worked around mills when they were younger. We have trained a few on the job. Our employment period is only about 2 weeks in the Spring so we have never been able to benefit from your training programs. As far as I know, there is no training available for sawmill work. These forms really don't relate to us

BURNETT

I personally feel vocational training is excellent, however, I feel more locations for teaching are needed. It's hard for someone to drive 30 miles or more one way to take classes

For what it costs the taxpayers, I believe vocational education is very important for our nation

Have an office, and wife and I take care of it. We sell recreational property in Burnett County. Not going to hire help

Have not had experience with anyone that has gone through Vo-tech courses. Cannot answer some questions - not familiar with programs

This is a low income housing for the elderly, having 32 units. We employ 2 people to do our janitorial work, which amounts to about 5 hours a week for each employee. There is very little on the report that would include this housing

I have no idea what is offered now

BAYFIELD Cont.

Didn't fill our the first form mailed to me as I could not see a constructive reason to do so. But when I received the second one, felt that I, as a small business man with a million forms to fill out to this and that, such and such agency, that I had better fill this one out right now so I don't have to face another threat of being put out of business just because I don't have a full-time form-filler-outer. Thank you

More adult education at local level

Have little information on vocational training

Have not had opportunity to hire WITI person, because they would be lacking for work other than a store clerk

When the school was in (---------) the students had no apparent training in personal hygiene or what they should dress like. They would stand in front of school and throw pop and beer cans on the street. I believe young people are very lazy in this area. Maybe it could be a part of their training. Personal hygiene, community involvement, etc., would be a big asset to many of these people

I have answered this considering a township as an employer. Our town hires part-time workers to cut brush, clean culverts and other small jobs on the roads. Otherwise, the County Highway Department does the work for the town. As a town clerk, I attended last year's monthly classes for town clerks provided by the Indianhead District

This survey could be more effective with a shorter form or personal interview

Our business is small, but have heard good comments on your programs

I contacted WITI about starting a young man in a small engine mechanics business here at our nursery location - you have not had any relays as of 3/13/80. Would you pass this information please, to your placement department

DOUGLAS

In our retail operation we have difficulty finding young people that can figure the selling price of an item marked 25% off. That's how bad they lack grade school arithmetic

Start a job service program for students. In my last job, I used nothing but vocational technical students for part-time

Teacher evaluation of students doesn't weed out poor students or identify problems of promising students

Greater articulation between WITI and public schools

Some on-the-job or clinical training with academic training

DOUGLAS Cont.

1) The vocational education program is not adequately promoted or publicized 2) Persons in outlying areas don't have access to programs, especially now with increasing travel costs 3) Could some programs at least partially use educational TV? 4) Expand apprentice programs into more occupations

Out of 100 different employees, I found 1 good one. If you ask the rest to do a job, the first thing they tell you is they will check with the union to see if it is all right to do it. I got tired of the B.S. you get from them and reduced my business to the size where I can do all of the work myself. I don't intend to hire any more employees, they just tear up equipment and complain because they have to work for their money. They want a free handout with no work

Resource person could be available to assist companies in setting up inhouse training programs for specialized work

As clerk of a township, it was difficult to answer all the questions since so many do not apply to us

We are a small business with only my husband and I working here. We are new to the area and know very little about WITI, so it's difficult to say how you are meeting the needs of this area

Be more aggressive in stating some credits transfers to college education if student decides to go that route at a later date

Although we personally do not directly utilize your program, I know your training program is necessarily a helpful feature for many other businesses

I'm sorry, I'm just the wrong person to fill this out, but I think the school is doing wonderful as far as training people for nursing, beauty work, and all else and it has helped me when I needed extra help during busy season and students needed extra money to go to school

I believe WITI is improved in courses offered for continued education for persons desiring advancement in their employment positions

I am not sure what you offer in your programs and have been in the area only 2 years. A program could be sent to certain businesses either to let us know what you have to offer and if we could possibly help with your programs

Just keep providing the SPACE!

In my business it is hard to answer your questions. My business isn't big enough

Could not respond to some questions since this is a one-man shop (former employment) and requires no help that WITI provides in training

Our service is such that we cannot use WITI graduates, except as part-time help

Improve parking at Superior

DOUGLAS Cont.

I'm a graduate from WITI, Superior. They helped me to find a job after graduation. Now I'm the (----------)Commissioner, and I'm only 22 years old. Thank you

Sirs: I am no longer an employer as my wife and I have sold our business. I am a member of the (------) Fire Department and as such have been able to avail myself of some of your programs such as the N.F.P.A. produced hazardous material program distributed through WITI by the Department of Transportation and the 40-hour First Responder Emergency Medical Program. These were well instructed and very useful programs for Fire Department training and were very well received by our people

Encourage high school graduates to attend vocational school

Please if you have any question or need more information about this company, feel free to call

I have only been in the administration position in this area for 2 months, therefore, I am not as knowledgeable as I should be. Have worked close with another district in the past

We are an organization of tavern owners. In trying to fill out the questionnaire, I don't think we as an organization are able to fill out the questions accurately because we have no real employees in the area. We do have a Secretary-Treasurer who we pay a small fee but other than that we are more of a club with volunteer work. I think that the answers from our members would be more to your questionnaire

Fire (----------). He is a petty egomaniac who expends much energy with minimal results

Vocational training in the volume feeding industry seems to be "Outdated" and not current. Instruction should be more realistic in terms of what the student is expected to know as an employee

Our store is mainly a husband/wife operation and we do not have the money to hire the amount of personnel related to in your survey

Why isn't the Superior Campus larger?

This is the employment of one housekeeping and homemaking aid on a full-time basis in a household

This survey was too long

The expansions in recent years have provided needed opportunities for area residents - there are many good potentials within this questionnaire

Please tell all students of the drawbacks of their chosen career so they can decide before training. Couple this with the advantages!

Earlier age (16) training programs - for high school credit

Keep up good work

DOUGLAS Cont.

Vocational education is the answer for education in the future - at an earlier age because high schools are just not for everyone who desires to specialize or is talented in certain subjects - most high school people between 16-18 find it a bore and drop out, but by offering more classes and credits at Vo-tech, I'm sure the dropout rate would be less - delinquency, crime, etc., would be less also

This is why we didn't answer the first questionnaire, because we are small and don't have the opportunity to hire one of your people. P.S. I hope our information has given you some help

IRON

I really don't think this questionnaire applies to units of government

Vocational center too far to really help. Too expensive and time consuming to travel

I am the only employee of the (------) Chamber of Commerce. I have answered questions that I have knowledge of

Many young people do not realize the importance of a good general education and some specialized training until too late in their life. It seems that vocational education is helping to overcome this problem to a certain extent and hopefully will help more in the future

Is there any school in the surrounding area that teaches courses on amusement equipment? Am interested in having two of my employees trained in that field. Thank you

I disagree with the entire concept of vocational education. I feel the individuals involved could receive a much better training in "Life" program through a regular 4-year college or university. I feel that, while a vocational school provides specific job related training, there is not the opportunity for "growth" that a college or university offers. While it is probably true that many individuals lack the necessary capacity to learn more than one skill, I feel it is to the detriment of the individual to be so limited. I also feel that a vocational program such as yours is needlessly turning out a generation of "factory workers," capable of very limited progress outside of their chosen field. Also, due to the age of the individuals when you receive them, (post high school or less) they are placed in the position of making a career "choice" when, in fact, they are not really capable of doing so, due to lack of experience with the real world

Do not live near enough to vocational school to fully understand its benefits

Teach them pride in workmanship

IRON Cont.

Too much "Competition for Bodies"....More realistic help for individual's benefits needed. (---------) taxes for vocational education could support G.C.C. at the doorstep. Eliminate travel time and expense

POLK

I am and have been disheartened at the misalignment of Wisconsin's educational system. This is now being compounded by government sponsored private training in the forms of group like Impact Seven. Why does Impact Seven exist?? I would like to see a total reorganization of the state that would eliminate the separation now occurring between the following:

A.) High School - Tech. School) The
B.) High School - College) Private
C.) Tech. School - College) Sector

There is no smooth movement between any of the above. There are countless duplication of courses, equipment and facilities. No institutions are leveling with prospective enrollees so far as job expectancy or institutional shortcoming, Tech. vs. College, etc. No institutions are leveling with the private sector on costs so far as duplication or return on the tax dollar. High school - Tech. school - College should be distinct in nature but an individual system without continually having to go back and start over again

Just recently became an administrator and some questions couldn't be answered at this time

Basic skills: Reading, Math, Spelling and General Business Skills

I would like to see a certification program in which specific areas can develop in regards to supervisory training. Several classes available such as motivating, interviewing, reviewing performance, etc., as well as technical classes such as business, English, speech, algebra, economics, etc. I realize you do have a 5-year AB Program containing most of what I have listed. However, I feel there is/ could be some frustration by personnel as to the length. If there are different levels within the program at which the student could feel accomplishment, perhaps I would get better response. My recommendation is to have a Junior certificate after attending about 15-20 (8-12 hours each) classes that the student has identified as areas to strengthen and has chosen from about 100. A Senior certificate after 50-60 classes and all transferable to an associate degree. I would also like to see more training "in-house." For example, we now have about 10-15 employees attending your 5-year program. We have in our facility a training center which has a capacity of 30 students. We could fill the center if an instructor would teach "in-house."

POLK Cont.

Vocational education might more successfully be viewed in the European concept as an acceptable alternative to further more traditionally "academic" study such as a college or university. To gain legitimacy for this view, standards would have to be upgraded and secondary curriculum divided to encourage students in this direction before they leave institutionalized education

This is a real estate office and salespersons and/or brokers must have adequate schooling to pass the state exam. After they have received their licenses, they must comply with a continuing education program

Some of the questions were not applicable

I find that my opinion of vocational training programs has been downgraded. I recently attended several training sessions for the inspection portion of the one and two family dwelling code. This program was developed by DIHLR and administered through the WITI. It was a crash program and barely touched on the essentials. The supervision of the testing portion was non-existent and practically all of the participants compared answers. I got the feeling that if all WITI programs were run this way, that the participant grades would not reflect their abilities - I hope I am wrong

I have tried 3 apprentices from (--------) and not one is able to cut a regular hair cut. I don't mean a perfect hair cut, I mean one where when you walked down the street someone wouldn't stare at you

As (----------) is a small municipality with only 3 full-time employees who are involved in varied types of work, to answer this questionnaire completely and intelligently is not possible

We are a village and therefore this does not concern us at present - perhaps if we were to hire a new clerk or treasurer, we would want someone trained in bookkeeping

One specific man I hired indicated he learned more from me in one month on the job than he did in one year at Rice Lake!

Seems the Wisconsin VTAE is intent on an "Empire Building" - facilities and programs. You set up a program - then recruit entrants and spend alot of our tax money without first ascertaining whether there is a demand for people trained in this field and whether it is economically sensible for a person to spend 6 months or longer in a program, then go out and start at same wages as an "uneducated student." You are doing a good job in pushing expenses up to maximum permitted by law

I doubt you have control of such an issue, but all welfare recipients, as a condition of benefits, should be required to take continuing vocational education

POLK Cont.

No changes are anticipated in number of employees. Vo-tech training is helpful when I hire a dental assistant

I was sent two questionnaires, I only filled out 1 of them

We hired a young man who had training (1 year) in small engine repair. He's a good worker but lacking the basic knowledge of 2 and 4 cycle engines and no knowledge of how to do any troubleshooting, especially in the electrical analysis of an engine. He did know basic tools, but we had to do (in our opinion) too much supervision on just basic things

Interested in machine mechanics

The employees hired by our town are for road and machine maintenance, usually one full-time and one part-time. The work involves operating a grader, dump truck, and tractor loader. There doesn't seem to be any WITI program that would help an employee doing this kind of work

Town Clerk has attended meetings and courses offered and has helped a great deal in accounting

My greatest concern is the general poor attitude and lack of responsiblity that the average employee has. A great % of the employees could care less if they work as long as they can draw unemployment. They are not responsible people, are not concerned in producing the product and have no thought of the quality. They have never had to produce for themselves - have never been talked to or taught that in order to get paid, they must produce for the employer in order for him to pay them. They all demand because - it takes so much to live - but never think of where it comes from. But most don't consider production - quality - dependability - late to work - absenteeism - mostly because of being drunk the night before. Again, lack of responsibility. In some way it should be taught as a required subject - Responsibility. Without it all the other training is meaningless. Responsibility!!

A degree in (----------) does not qualify a person to teach Medical Technicians medical procedures

I think WITI should try getting together with the major Japanese motorcycle companies (i.e. American Honda, Kawasaki Motors Corp, etc.) to develop specific training programs. Trained mechanics are needed

Let's cut these costs and spend a little more to protect our country before it is too late

We do not have any employees and do not intend to have any in the future so this questionnaire cannot be filled out any further than it is

5th Amendment

When we need an employee - we need one immediately - as we can't anticipate far enough ahead of time the need for new employees. When one quits, one is hired. Therefore, short training courses offered in Amery that all our help could attend in one to three shifts, would be beneficial

POLK Cont.

Many students come out not knowing how to work, i.e. slow

I feel WITI has been offering a good selection and giving very good service to local municipalities

Don't see where many of your off-campus programs are needed. If I want to learn how to sew that should be my business, not the tax payers. Cooking - furniture, cake baking - bunch of (----------)

I am not acquainted with WITI and it really doesn't pertain to our business

I would like to see something done in the wood industry field because I believe it could help as far as knowledge and skills and also it could enhance the thought of a job in the wood field

I don't believe that you have any training for people in our business (motel). Maids and etc., laborers

I have really had no contact with your trainees but this is based on what I have observed in the community

I don't feel that any of this would apply to my business at this time

I operate a very small seasonal business. My men are older and have had many years of experience, so I do not feel qualified to make comments because I do not know

We have too much government regulations and control over everything, so much that they ruined campground, so we don't have any employees. (----) (----) dollars for a (---) system; that is just the drain field, and then we couldn't deduct it as an expense. So you see we have to fight the government on both ends. It's impossible for the vocationally educated people to help as long as the government kills the jobs

As far as I know, there is no training offered in our field of work

I did own and operate a milk transport business employing 4 full-time drivers and one or two part-time employees. It was very hard to get good drivers who also knew how to handle milk. In later years it was hard to find employees with job interest or loyalty for the business. It seemed most were interested in ripping off what they could and then drift off in search of more easy marks. In years past I had some very good employees who moved on to better jobs or a business of their own. The modern trend now seems to be to get all you can with as little input as possible, and the unemployment benefits of today made it easy for this attitude to flourish. Because of this I sold this business in 1977, not wishing to wreck my health creating jobs for these people. Otherwise I may have continued another 10-15 years. I am now semi-retired and will not take on any more employees because of State and Federal laws and paperwork involved for employees that do not appreciate it anyway

POLK Cont.

WITI is a good program and should be continued and maybe improved where possible. Meanwhile, American workers have to come back to the old and proven concepts of production - and not think everyone starts on the top shelf to begin with. We can't have all chiefs and no Indians. Labor union demands are driving too much industry abroad - so how much employment will remain here in the future?

We are a job shop in the manufacturing of precision sheet metal parts and have found very few people with a basic training in the working of sheet metal. I do not refer to the heating and air conditioning industry which there are schools now

More useful things other than small engines

I think the people on the staff are excellent of their chosen career so they can decide before training. Couple this with the advantages!

More emphasis should be given concerning giving the employer a good day's work and not just the check received at the end of the week. We find older employees give more of themselves and feel a greater responsibility for their job

I tried to figure out the questionnaire you sent up here to the Town and the more I got into it the more confusing it became. We are a small Township and a whole lot of those questions do not pertain to our operation I don't think. So here's what I am going to do. I will attempt to send you a list of our officers and employees and you can take it from there. OK? The Town Board: One (1) Chairman, two (2) Supervisors, one (1) Treasurer, one (1) Clerk, me, one (1) Assessor, one (1) Health Officer, two (2) Weed Commissioners, one (1) Landfill Attendant, two (2) CETA employees, one (1) part-time snowplow operator, one (1) full-time equipment operator, and we have at our disposal and Election Board which consists of from three (3) to seven (7) people depending on the type of the election. I truly hope this will be of some help to you. Respectfully Submitted

I would like to know more about your machinist and tool making programs. There isn't enough public awareness of vocational training

Vocational school is a must to the young person entering the special work areas of today. Cost of living forces a wage scale that cannot afford to train an unskilled person on the job. Mistakes by uninformed people make on-the-job training less attractive to the employer

I have not been impressed with practical training of retail sales clerk from Vo-tech. Materials that I have seen used are not practical for small business. Better to give on-the-job training

Hard to fill out this questionnaire as we haven't had anything much to do with training programs

POLK Cont.

This request to the town of (-------) Polk County for information on employees, does not apply to our line of work. We have one power grader operator and one truck driver. I do not think you offer any courses in heavy equipment. P.S. I think the WITI is doing a good job training people to various skills. People who would have no other way to get such training

RUSK

I would like to see more short term adult education, such as refrigeration - electrician

Wish I could have taken some in my youth

Most of your questions don't pertain to my type of business (lumber, logging). Sorry I could be of no more help

In my town we do not have any students attending VTAE, yet we pay close to $9000 tax levy

Should be offered at Mr. Senario

Five officials are elected. We employ an assessor and a grader operator. Vocational education cannot help us much in filling the jobs

Your courses in cabinet making are not complete enough as far as plastic lamination is concerned and the use of tools connected with production

In process of retiring, so employing people will cease

Our work force is primarily physical labor oriented. Though knowledge in math or mechanics is helpful, neither is required to perform well

More information in newspapers, etc., about school provided

Narrow the spread between carpentry and "culture."

Our needs are specific. We will continue to provide on-the-job training

Sorry I couldn't be of more help, questions didn't seem to apply to us as a town board

The variety of the Outreach classes is very minimal. I would like to see more educational classes rather than craft oriented classes in those programs

We are not familiar with your programs

Please send me literature describing your services

I think a cosmetology program should be included in vocational school

RUSK Cont.

Even though I haven't used people from your programs, I am very much in favor of vocational training. It would help the employer a great deal to have the employees trained in basic skills before they start work

It is hard to answer some of these questions because our little store is run by our family and here we work very hard without counting the hours

Better placement service

In my dealings with this younger generation, they are looking for 5:00 and payday

Offer as much on-the-job experience as possible, visiting worksites, etc., so students know what to expect

If you could lower the tax for VTAE, it would help us the most, because we are a governing body

You can give them all the training they need, but if they don't have the foresight to go ahead and do a job that needs to be done, or the ambition, they are no good

It is difficult for me to answer a number of questions because I am in the selling distribution of items that take common sense, a good personality and honesty as prerequisites. However, from what I have heard I think WITI is doing a good job

My company is a heavy construction company. We have dozers, graders, scrapers, cranes, trucks. What I'd like to see is a course in this field by using movie films showing and explaining how some jobs are accomplished. Like building roads, ditches, graveling, etc. Movie films on safety would be great to showing how to block up a piece of equipment properly

Son of man I knew attended. After wasting away for a few years, now doing very well in good job

Have no exposure to WITI. Our employees have been with us 18 to 25 years

We are very pleased with the professional attitudes, abilities and services of WITI

Broaden your training of forestry equipment operators

Circulate lists of your graduates available for employment

Really it is hard to be critical when you have a very excellent program. Keep up good work, but also, keep your eyes and ears open for new ideas. We will and we will let you know

I am ready to retire

We haven't hired any WITI grads. We usually hire unskilled labor and train them without any special program involved

RUSK Cont.

First - there have to be jobs available to be able to train people to work these jobs. We, in this area have the people, now create the jobs

ST. CROIX

I'm happy we have such a facility

I'm taking a course now in electrical, heating. Will know more later on. Thanks so much!!

Am not familiar enough with WITI

I no longer have individual employees. I hire by subcontract. The only jobs I have would all go back to practical experience; truck driving, skidder driving, chainsaw operation

Schooling was not advanced enough, good for those in the 4-H level

I am in the real estate business, operated by myself and one salesman. Most of these questions don't relate to my type of business

What we need is appliance servicemen - both small and major. If you have any refrigeration men - please advise

Vocational education is an excellent and necessary tool in our society

Town government is elected - we can only change road crews. Clerk attended some of your training with present Clerk of Gordon as teacher. I got nothing out of attending these meetings

I am a great booster of your school and sometimes feel it is more important in some respects than high school

I'm sorry my comments are not helpful, but you are not involved with our business. I hire mainly high school students

In my particular profession (painting), a craftsman is not created. He either has the adaptability, likes it, or forgets it

You have beautiful facilities

Our business is being offered for sale - thus reason for not filling in some of the questions

The only negative response that I have is that students sometimes come out of your programs thinking that they truly can conquer the world and the employer cannot teach (or show) them anything new. In my case I have found this to happen quite often in the retail field. We have our training period and it has been difficult to break the barrier of the student trying to know everything before he or she even starts

We need appliance servicement that are willing to stay in small communities at prevailing wages - both refrigeration and other - ranges, washers, dryers, etc.

ST. CROIX Cont.

We come under University Extension, Madison, They set up all our training

I have an employee from the school at (---------), who took residential design, but is lacking in meeting the public and salesmanship, which is important in a retail lumber yard, especially in a smaller location like ours because you have to be able to perform all duties

Hold down the overhead and save us some tax dollars

Try to get a person with a few years experience to teach - not just a college grad

Believe vocational education is an excellent opportunity for students wishing to select a short term training program

Trucking companies that are worth their salt will not hire young men that have graduated from truck driving schools. Safety departments will not accept this training as enough experience. They have to work for fly-by-night outfits, in illegal conditions, etc. and then most often can't get references that they have indeed been driving a year. DOT requires 1 year experience - where are these young men to get the experience? We had 10 semi-trucks at one time but had to sell them because we could not get drivers. Lots of young men could qualify except for the year's experience. Any owner/ operator will tell you the same thing. We need truck driving schools that the Department of Transportation will recognize

Many of the questions are non-applicable because the positions are elected (township)

Taxpayer does not get adequate return on the huge taxes

Para-legal training would be helpful - Investigative work

Really a necessity to us in meeting state licensing requirements. Adequate programs now in my estimation

Vocational schooling can be an ideal education system. However, we have hired a few young men who have graduated and they were poorly educated in their specialty. I don't know if the courses are too short, if they had poor teachers, or if the course wasn't thorough enough. Nevertheless, we had to educate and train them. This shouldn't be necessary when an employer hires a Vo-tech. graduate

The Food Service Industry is now the largest employer in the State of Wisconsin, yet there are no programs available in any area high schools from which we draw new employees. Note of Interest: The (---------) is the largest employer in the Town of (----------) and has one of the highest levels of satisfaction in the Food Service Industry and one of the lowest employee turnover rates. If you would like further information, please feel free to contact me at the enclosed address at right

ST. CROIX Cont.

As all of us are part-time village employees and have regular jobs, we can't attend the courses that would help us in village government because they are usually held during regular business hours

It is quite difficult to answer these questions as we are a small business with few employees

To my knowledge you have nothing for anyone in Bars, Cafes, Night spots (as mine). I think this would be helpful to us. Also for owners of these places

We feel the Vo. tech. schools are doing a very good job of training students and have hired several in our business. The only improvement is attitude towards ownership responsibility. That is, they should teach a little more to the students about the responsibilities an owner has, and have the student assume the position of the owner and answer to the public when a machine comes back for repair because the mechanic forgot or did not double check the job. In general, the public is angry at the owner, not the mechanic. This can be a sensitive situation because it involves skill on the mechanic's part to begin with and also facing the responsibility of acknowledging an an error. I believe that the student should be taught that he must face the customer if the job is not done right

Person we hired from WITI seemed to have the attitude "what can you do for me."

I have taken numerous night courses and enjoyed all of them, wish there were more that interests me

The Knowle Monument in New Richmond is a classic example of unresponsive waste on government level. Our tax community was promised tax level never would exceed $2,200.00, now over $18,000. We could send all our students to Europe and educate them for less!

I don't have the practical knowledge of all phases of your program to answer all your questions

We just do this floor cleaning on a part-time basis as my husband is employed full-time and I'm employed part-time as a cashier

Sorry, we are semi-retired and are operating on a limited scale so I can't answer some of your questions. Thank you

Need Closer communication with program. We had 2 or 3 and have really made an effort

We don't need you. We don't want you and we ca afford you. We train our own people cheaper and better. Less government, not more. Please

Good secretarial help does not usually come from high schools - an expert typist is an asset to any employer. I believe a very special emphasis should encourage this type of training

Your school cost the taxpayers too much for the number you educate efficiently. Could be practical

I am in the process of retiring and won't be hiring in the future

ST. CROIX Cont.

I didn't complete the survey as I feel it doesn't pertain to housing for the elderly and if it does I'm not aware of it

We have a family run business so have no experience with WITI

First learn to work, then learn the job! Too many people learn the job then think they don't have to work

I have taken some of your courses and they have been invaluable in helping me at home and on my job

Send grades on something when class is complete

They provide services offered in no other form at this time

At present, I have no employees and don't plan any soon

My business is a father and son operation and I will be hiring no employees

SAWYER

Something similar to a Dale Carnegie course might go over well in this area

I am a town clerk. Most questions don't apply. I took several classes for town clerks, and was paid by the town for mileage. Meetings were interesting and helpful to me

Students should be put out to operate with experienced operators. This knowledge doesn't come from books

This business is strictly a rental building and employs only one female as cleaning help so am unable to complete the form

I feel many of the students are attending WITI only for the money received from government agency

Schools are all too far from Hayward

Dear Sir: April 11, 1980 - I would be very happy to be involved with your survey but as it turns out, the "employing" that I did was only a summer job. Therefore, I can't properly answer the questions. Also, when I hired people it was at (----------) State Park in (----) in 1976 and at (----------) in 1977. None was in (-------) If you want this information, it may be possible to obtain the addresses of the present employees (for 1979 or 1980) from writing to these respective parks

I am not aware what V.E. is doing and as of yet have had not need to investigate the same. Thank you

I believe strongly in a continued vocational technical program. This is a must for youngsters not going to college and eligible oldsters!

SAWYER Cont.

We do not hire anyone except part-time help for summer work. This does not give us a chance to answer many of the questions. We also do maintenance and carpentry work but it is a family affair. I do feel this area would be better off with more industry, fewer tourists. It would stabilize the area. The tourist industry is an artificial environment to work in and it has no steady payroll or input into an area. But we all seem to be caught in the tourist trap and no future for getting out

Students should be able to return to school after periods of non-employment to take only subjects needed and desired without taking a full load - such as taking typing only, accounting, etc. Also would like to see more courses as informative in nature to general public - (one night or two night classes) on: family finances - tax returns - estate planning and information on recent regulations (including preparation of wills - settling estates out of probate, etc.) - short classes on current world problems: Middle East Crisis - oil costs - food - nutrition in family meals. Very important for the young soda pop and hamburger crowd

More training in the health services - even in the high school level

Vocational education is very good but in this type business (construction) that much education is useless. A high school education is enough!

To me, a university graduate, vocational education is the most practical and fills the educational need of a large percent of population

As far as I know, you are doing a good job

Located too far from schools to take advantage of WITI services

More adult vocational courses

Programs need more on-the-job training

On-the-job training is all the training our jobs require - any mechanical knowledge is helpful though

Would like to see more WITI staff with on-location project and would like to sit with the WITI personnel on what is available and realistic to L.C.O.

I feel that in many cases especially in art areas, the instructors have been poor

In the automotive field I think you give the people a start, but needs more training in fields other than Trans., Engines, and brakes

As Clerk for town of (----), I took VTAE training, did not receive certification promised even though I never missed a meeting! Therefore, if you do not follow through on 1979 training, why plan new ones

Person completing this form and his daughter taking special course at WITI-Rice Lake

SAWYER Cont.

I believe vocational training is important to the area. We have 3 children growing up who will participate in your program, the field of education is a ?

Most resorts in the area are too small - family business - we need only very limited part-time help

It's very hard to fill out as cleaning help needs only to know basics and not specialized training

Have left some questions unanswered, as we do not have full knowledge of WITI

Rather hard to answer this as we are a small establishment and have no outside help

If you had surveys that have been done on flower and plant shops within the State, that might be of value to us as a comparison

The time has come to move closer to Hayward. With the price of gas those who need help and training - you people are too far away

The main district schools are fine - they offer a variety of educational courses - the classes that are held at the smaller high schools do not have much educational value. Not many educational oriented classes are available for people trying to better their education for further jobs

We have quit the (------) business two years ago. Was on board and room since then. I am past 80 years old and want to quit the business

WASHBURN

We have two types of businesses at four locations. Work with other institutions in our area. I have a man in training in Minnesota in the Auto Machine Shop Trade. I didn't even know that there was such a class until about 30 days ago. Is this information available somewhere?

Mathematics - difficult to hire school graduates, most can't count without a machine

I think you should post rules and regulations more and places to apply for training

We have a specialized training program that WITI doesn't offer (aircraft)

It seems that some young people that should go on to school have problems with financing while they are going to school

Help me to locate a qualified secretary - see my letter to Dr. George Theis dated February 4, 1980

The only employee is the owner

WASHBURN Cont.

I believe from my experience with students and teachers from WITI that it is basically another welfare program dumping money into a large number of people that will do nothing with their training. The education offered is not of a quality high enough to allow a student who is sincerely interested in moving ahead the quality training to do so

You are doing fine

We have hired cooks from Ashland which have been very good. We hired from (--------) which were poor. The restaurant business needs better trained, not only food preparation, but sanitation and that elbow grease is needed

Dear Sir: This survey is hard for me to answer as I employ pulpwood cutters. As far as I know there is no classroom to teach pulp cutting

Other day care centers have been happy to use WITI. Why can't we?

Local government is elective - classes have been held that pertain to same and are excellent

I am not an employer - am employed as head of a (----------) - most questions on this survey are not applicable

I feel this does not apply to me as I am a one-man operation and retired fully as of January 10, 1980

Contact specific businesses to find job needs

Most employees are college grads

Very good - the trades are becoming short in supply (example: shortage of trained auto mechanics) only source is from trade schools. Need expanded technical training in most fields to keep up with technology in today's markets. Seems only place this training is available is vocational schools

We believe WITI could use more publicity as some in the community know very little if anything about what it has to offer

I think vocational education is a God send to people that want a specialized career

My report is not as accurate as it could be because the size and type of my business does not fit the type of question in this survey

I think it is good for a person to train in something special

Town government only uses VTAE for short courses such as: Clerk training, Assessor training, etc.

The education we look forward to is for my husband and I for marketing, programming and managing. We use part-time people for clean up chores that help a resort-campground operate

WASHBURN Cont.

I am currently enrolled in one of your WITI evening adult classes and I only wish I had enrolled sooner

Help them to see what God's work, "The Holy Bible" has to say about God's Kingdoms and enable them to see what the future holds for mankind and the earth for He has a wonderful future in store for mankind to come about within our own generation. (Dan. 2:44, Isaiah 9:67, Res. 21:115)

On-the-job training during education period would assist students in knowing what is important

Update knowledge of programs to local business people

More communication with business employers and meeting with people that need training

We need these schools as it is a school most people can afford and still get a job when they get out. Both our sons had two-year courses, one in carpentry and one in drafting. They couldn't have gone elsewhere due to cost, also stay home which saved alot

Vocational education is excellent, but we are a township; no full-time employment

This was difficult to fill out in one respect. Because it does not relate to our town. It cannot be filled out properly because we have never hired or sent students to WITI. This would be recommended more on the level of business or industry

You have too many courses not helping young people to learn trades to make a living - Example: Printing - a trade that needs help, your courses should be reviewed

I am not in need of other help now. Many people have said they think the help from WITI is very good

I think we need WITI. It gives our younger generation a chance to get an education without going too far from home

My resort business is small and most labor is performed by the two of us. Our part-time help is on Saturdays. We do have plumbing, electrical and carpenters on a contract basis from time to time

I know WITI cannot provide all up-to-date or all the extra training we need. One good way to help on the money end would be: Each of the companies we have, have different shows showing new techniques, products, procedures and trends. If we could count this as additional training - leave it up to the manager from each shop saying - listing what we had learned and who went - would be good. Something else - the cost of driving far away to attend any kind of class these days - not having the shop opened for a day or hiring someone else to run it is something else to consider - but all well worth a good educational day

WASHBURN Cont.

The town only hires a dump attendant and no school is necessary - so this form does not apply to our town

I believe this is very good for special fields and we need to help the young just out of school

We need to know more about you!

UNIVERSITY OF CALIFORNIA
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